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ABSTRACT

Recommending organizational structures and strategies to achieve growth in contract training services (CTS) at Ontario's (Canada) Fleming College, this report reviews external conditions and proposes effective college responses. Following an overview of results and a recommended organizational chart, the planning process is reviewed and a discussion of CTS provided to business and industry from 1992-95 is presented. Next, vision and principle statements for CTS are outlined, findings from trend and consumer analyses are presented, and CTS practices at other colleges and training providers are reviewed. The overall marketing strategy developed as a result of the analyses is then described, suggesting that CTS and part-time studies be renamed Fleming Training and Development Services and that partnerships be developed with area manufacturers. Recommendations for the organizational structure of CTS are then provided with respect to space allocation, staffing, resources, and overhead. Revenue targets are detailed, indicating that $1,025,000 has been set as the goal for the first year and $3,500,000 for the fifth year. Anticipated internal and external barriers to implementing the program and solutions to those barriers are then described. Finally, a chart of the indicators of effectiveness to be used in program evaluation and steps for implementing recommendations are provided. Appendixes include data tables detailing CTS activities from 1992-95, data and supporting materials describing future opportunities, and supporting materials regarding the analyses of trends and customer opportunities. (AJL)

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ED 398 987

CONTRACT TRAINING SERVICES

STRATEGIC BUSINESS PLAN

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submitted December, 1995
by Fleming Contract Services
Planning Team

JC 960 557

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EXECUTIVE SUMMARY

Highlights of the recommendations which appear in this report are highlighted below:

- Contract Training Services and Part-time Studies are combined into one division in the final recommended structure. The new division to be called, "Fleming Training and Development Services".

- The primary goal of this structure is to provide excellent client service. Four units have been created with the primary task of liaising with clients to offer an integrated, customized and flexible package of services that will best meet the clients' needs. These units are: Canadian Natural Resource Training Centre, Computers & Applied Technology, Fleming Institute of Quality Change and Health & Community Services & Development (the final recommended structure appears on page 4).

- The new structure contains formal linkage with OSDO/TI to more actively provide needs assessment and joint referrals. As well, the new structure also creates a position which is dedicated to serving the needs of government agencies.

- Teams with representation from other internal bodies such as Information Technology & Fleming Data Research, the Learning Resource Centre, Access & PLA, Marketing & International, Accounting and Admissions will help develop greater synergy of services and support.

- Recommendations to solve current barriers to success include restructuring pay scales to more realistically reflect market conditions, and serving our clients better by providing the necessary facilities and resources to meet the targets identified in this plan.

- Subgoals have been set, such as helping Fleming students achieve real-world learning by linking student study teams with clients, and by helping with community development by setting up new partnerships within the Health & Community Services & Development unit. This should aid in (1) helping grow linkages with Program areas and 2) mobilizing internal support.

- Overall, the new division will position itself in the marketplace with a basic stance which reads, "Fleming Training & Development Services offers flexible, customized and integrated services to help individuals and organizations achieve quality change and success." Marketing strategies for the division include separate positioning in the marketplace for each unit, developing external partnerships with client companies and sectoral associations, liaising with senior management of clients to best recommend services in line with overall organizational goals, offering leading edge seminars and workshops on key unit topics to build a reputation beyond our catchment area, and aiming to build international reputation and business as the ultimate goal.

- Business & Industry revenue targets have been set for the new structure, including:

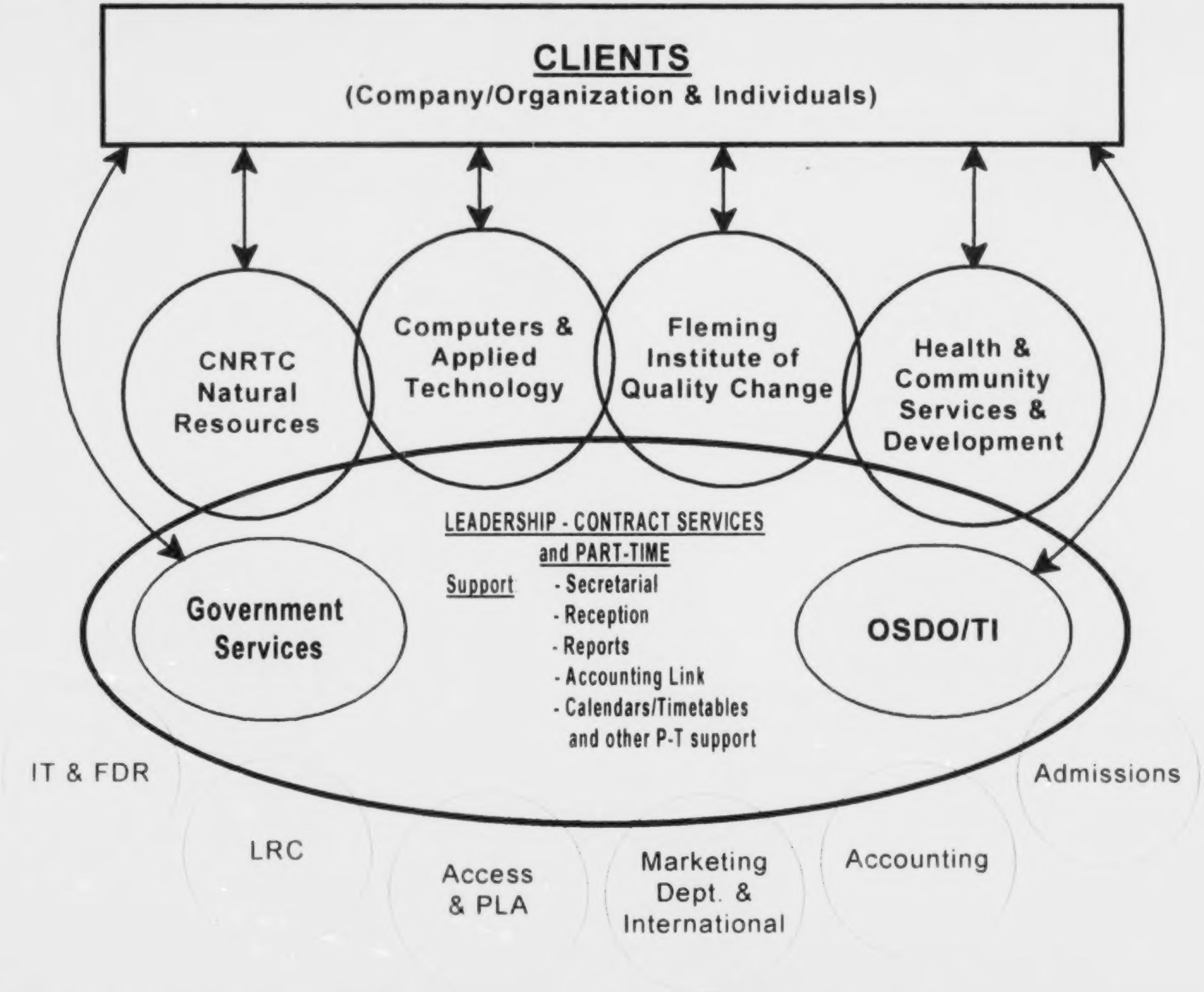
  Year 1 - $1,025,000
  Year 2 - 1,500,000 +46%
  Year 3 - 2,000,000 +33%
  Year 4 - 2,700,000 +35%
  Year 5 - 3,500,000 +30%

  Year 1 direct costs estimated at $710,000, thus producing a contribution to overheads of $315,000 (30.7% margin).

- In addition, we feel that there is still a reasonable chance that Federal (HRDC) purchases may be made during this transition year, and that in the future we will be actively marketing certificate programs to HRDC "voucher" holders. Combined HRDC, CITC, and private business and industry contracts last year (94/95) totalled $3.0 million and although we are reorganizing to replace the "government" portion of this amount with private business, we are optimistic of some HRDC revenue.

- Staffing requirements for the Contract Services component of the overall division are 4 full-time unit leaders, 2 full-time support staff, one 24 hr./week Support Staff and 1 Division Leader (40% of time on Contract Services, 40% Part-time Studies and 20% overseeing OSDO/TI). Qualifications for each of these positions are sketched out in the plan. It is essential that these positions be offered for competition, beginning with the Division Leader, to fill the positions with those who have the right skill sets and experience.

- An outline of next steps appears on page 48.



CLIENTS

(Company/Organization & Individuals)

CNRTC Natural Resources

Computers & Applied Technology

Fleming Institute of Quality Change

Health & Community Services & Development

LEADERSHIP - CONTRACT SERVICES and PART-TIME

Support
- Secretarial
- Reception
- Reports
- Accounting Link
- Calendars/Timetables and other P-T support

Government Services

OSDO/TI

IT & FDR

LRC

Access & PLA

Marketing Dept. & International

Accounting

Admissions

ORGANIZATIONAL STRUCTURE - CONTRACT SERVICES and PART-TIME

OVERVIEW

Fleming Contract Training Services operates currently in a decentralized structure, with dedicated staff representing each of the Schools, who source, develop and administer contract training for Fleming College.

Currently, it is anticipated that significant funding cuts from both the federal and provincial government will reduce, and may eventually eliminate, government block purchase type activity, and this form of activity has been a significant portion of Fleming Contract Service initiatives. It is believed, however, that significant potential exists to grow Contract Training revenues in future, particularly to the business, industry and service sectors, which could provide a buffer to the college in terms of anticipated cuts in post-secondary grants and government training initiatives. The focus of this plan will be to develop a future organizational structure and strategies to achieve significant growth in Fleming Contract Service revenues aimed at business, industry and service sectors.

Included in the plan is an analysis of the current situation, a thorough External Analysis which scans the customer and competitive environment, resulting in identification of opportunities, development of strategies, conclusions as to recommended structure and resources, and a critical path to achieve future success.

The process to develop this plan was interactive. Representatives from each area of the College who conduct Contract Training formed a Planning Team, facilitated by Jim Bottomley. This team met over a series of meetings to perform each stage of the analysis and generate the final plan.

Members of the Team were as follows:

Contract Services - Planning Team

	Core Member	Alternate
Access	Paul Phillips	Bill Peacock
Natural Resources	Dianne Smith	John Reynolds
Applied Arts & Health	Rachelle McPhail	Rosemary Newmaster
Business	Bill Hooper	Sylvia Holmes
Technology & Law	Al Bird	Dick Munshaw
OSDO/TI	Eileen Longueville	Merle Davis
Lakeshore	Frankie Liberty	Patricia Perkins
Haliburton	Barb Bolin	Susan Little
Fleming Data Research	Jim Angel	
Communications/Marketing/International	Paul Halliday	
Team Support	Mary Bencze	
Facilitator	Jim Bottomley	

Note that OSDO\TI, Fleming Data Research and Marketing/International have not traditionally been members of Fleming Contract Services, but it is believed that significant potential exists to perform co-operative linkages with these areas to more successfully develop and deliver Contract Training.
As a result, these areas have been included in the development of this plan. Thanks to all members who dedicated much time and effort to produce the final plan.

Historical Data - Activity Previously Conducted for Business and Industry

To prepare for the planning sessions, each of the above areas generated a list of historical activity in the realm of delivering contract training to business, industry and service sector clients. **THEY DID NOT INCLUDE CEIC\HRDC AND CITC TYPE ACTIVITY,** but did include "contract training type" business for other government clients, such as the Ministry of Natural Resources. Detailed historical data, covering the last three fiscal years, are provided for each area in detail in Appendix 1. The data is organized by type of training conducted, and identifies clients served, date delivered, trainers involved, direct revenue and costs, overall contribution margin and notes as to the success of each activity.

The following summarizes this information:

Area Represented	Total Revenue from Business & Industry 1992/93 & 1993/94 & 1994/95
Applied Arts & Health	$146,000
Access	34,000
Business	341,000
Technology & Law	658,000
Natural Resources	378,000
Lakeshore	11,000
Haliburton	20,000
Fleming Data Research	142,000
TOTAL	$1,730,000

Contract service work for business and industry grew by 66.5% from 1993/94 to 1994/95.

Also identifying work done through International:

	Total - Last three fiscal years
International - Natural Resources	$346,000
International - Arts & Health	218,000
TOTAL	$564,000

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Fleming's Contract Training group also identified the current total employment commitment towards their activities, recognizing that some employees spend only a portion of their time on contract service business.

Employee		% Time Spent on Contract Services Activity
Al Bird	- Tech	100
Dick Munshaw	- Tech	60
Mary Bencze	- Tech	100
Elyn Saar-Green	- Law	25
Sylvia Holmes	- Bus.	50
Bill Hooper	- Bus.	50
D'Avril Allen	- Bus. & Health	75
Dianne Smith	- Nat. R.	60
John Reynolds	- Nat. R.	10
Paul Phillips	- Access	50
Bill Peacock	- Access	15
Pat Ryans	- Access	5
Rachelle McPhail	- Health	50
Frankie Liberty	- Cobourg	10
Pat Perkins	- Cobourg	30
Barb Bolin	- Hal.	15
Susan Little	- Hal.	25
Total Time Commitment		730%

Currently, the equivalent of nearly seven and one-half full time jobs is committed by Fleming to Contract Services activities.

VISION AND PRINCIPLES

The Planning Team generated a list of principles and values that will serve as guide to their planning efforts, hoping to generate a plan which achieves a final vision which incorporates the following:

Customer/Client Driven:

Customer Satisfaction is the overall guiding principle. All offerings must be:
a) meeting client needs
b) relevant and current
c) accessible - one-stop shopping
d) flexible (for example, offerings year round, flexible times, costs and product)
e) competitive (including pricing)
f) customized
g) of highest quality - content/delivery and infrastructure
h) consistent in presentation

Cost Effective:

The overall recommendations contained in this plan, must account for:
a) profit generation
b) community development impact
c) the possibility of in-kind contributions/barter
d) reasonable overhead allocations
e) an entrepreneurial focus
f) flexible compensation/costing to meet client needs
g) accountability
h) best use of human resources (specialities in terms of expertise)

Revenue Distribution/Budget Setting:

Overall conclusions in terms of revenue distribution and budget setting must:
a) be understood by all
b) recognize the contribution of individuals or units
c) be motivating
d) encourage a team approach
e) produce suitable overall profit and overhead contribution, however not every activity shall be judged on this basis - may be a developer of future business.

Open Communication:

The overall structure and recommendations should promote a unit which promotes:
a) honesty - internal/external
b) sharing resources - human/physical
c) support by senior management and the College as a whole, recognizing the value of Contract Training activity to Fleming
d) the elimination of competition between Schools
e) encouragement of ideas (for example new products) - develop process to receive input from College personnel
f) better marketing within the College (image)
g) consistency in policy
h) an ethical approach - internal/external
    - co-operation (internal)
    - collaboration
    - fulfilling promises

In addition, the following issues should be taken into account when developing the final recommendations:

- Short-term, mid-term and long-term goals must be set by end of this process
- Maximize utilization of internal resources (staff)
- Maximize opportunities for Fleming learning from Training Services activities
- Innovative programming ideas should come from Training Services activities
- Must look to develop partnerships with external organizations/sectoral groups
- Dedicated Fleming staff to maintain lead contacts with clients (relationship marketing) - may act as a broker for specific sectors
- Training Services functions as a team - we work together and celebrate our successes together
- Activities must be entrepreneurial in spirit
- Must be training and education focused/ including product development innovations
- Must promote professional development opportunities for trainers and staff
- May be wise to develop linkages/relationships at senior levels in client organizations to anticipate and be involved in development of corporate strategies (in other words, we should value "consulting" as an activity). Allows for integrated, value-added offerings

- Need to be proactive in planning offerings and activities, including being more research-based, including a system that collects the following data:
    - related literature
    - trend data
    - client and competitive information
    - past activity
    - tracking revenues and costs

- Accountability and responsibility is essential - measurable targets

- Recognition of and respect for "expertise" within the College is essential
    - "needs" survey & analysis from OSDO
    - involving and motivating cooperation with faculty from program areas
    - support for applied research may be beneficial
    - integrated philosophy to maximize College resources and expertise

- Need to work closely with Areas of Specialization to enable Contract Training and Part-time Studies activities to reflect co-operative use of expertise and facilities. This would probably be best accomplished through liaison with a "key" contact person in each Centre of Specialization. Timeliness is key in many training and development opportunities and certain criteria should be established to ensure the continuance of quick turnaround times for our clients.

- Evaluation must be outcome based - follow-ups after the sale are important

- Leadership must exemplify the above

- Possibility to focus on specific sectors instead of being all things to all people (be a deli operation instead of a supermarket)

- The ultimate goal is to be able to market beyond our region, with unique offerings where Fleming has a competitive advantage, including such areas as metrology training, aggregate sampling, aquaculture, high-end AutoCAD.

- Need to develop a link with part-time studies to better serve needs of our whole client group

- The need to show our internal and external critics that our activities have value to our clients and help to exemplify Fleming College as an important community player.

- That we do not engage in predatory pricing, but charge fair market-value rates for our services. That we will also cover all of our allocated costs while producing a positive variance for the College.

- Need to establish ourselves as providers of training for those HRDC "voucher" clients. Contract Services, Part-time Studies and the Areas of Specialization can respond jointly to this opportunity.

- The opportunities for Fleming Data Research to expand upon its successful research and analysis services to additional external clients. Possibly, could staff on a contract-by-contract basis for these clients until a more firm base of business is established.

The above served as a guide to the Team at each stage of analysis and in determining final recommendations. It is important to note that, as the planning process was followed, an important conclusion based on the above became imperative to the eventual success of the plan:

- **There is excellent value to linking the Contract Services and Part-time areas together.**

In essence, Part-time Studies attempts to market training opportunities to individuals while Contract Services targets groups, usually from companies, organizations or by sector. There is much synergy in having Contract Services and Part-time Studies cooperate, with the goal of offering more cost-effective training to groups of individuals, or by combining individuals with common needs into groups with the same needs. Also, Part-time Studies reports that the key to growing revenue is to circulate in the community to perform needs analysis and develop suitable product. The same requirement for success is true of Contract Services. In fact, Appendix 3 contains information demonstrating that more Part-time courses were generated within the School of Technology after 1992, when Part-time Studies and Contract Training personnel combined to develop offerings. The same conclusion resulted recently when Frost and Law personnel linked to develop new offerings.

As a result, the final recommended structure is one that incorporates BOTH Contract Services and Part-time Studies personnel.

EXTERNAL ANALYSIS

Summary of environmental scan, which included trend analysis, consumer and competitive analysis

Each of the areas were asked to develop a list of "hot opportunities" in terms of future business. These individual submissions are included in Appendix 2. As well, the planning team as a whole discussed overall trends, including research and needs assessment information and analyzed their impact on the "hot lists" previously developed. Additional trend research is attached in Appendix 3.

A brief summary of Trend and Consumer Analysis activity is as follows:

- The Canadian and world economy is experiencing unprecedented change. The emerging Information Age, Global economy has forced all organizations to rethink their mission and to reorganize around meeting customer needs in a more focused way. The continual quest for quality as defined by customer satisfaction is a major change in thinking. There exists a growing need for helping organizations in a variety of quality change initiatives (including ISO 9000) and providing training for managers and employees to create a skill base that enables organizations to change their strategic directions. This presents a major opportunity for Fleming Contract Services.

- In light of the above quality change initiatives, it is recognized by a growing number of organizations that the traditional way of "control" management inhibits the continuous quest to deliver quality in terms of measurable customer satisfaction. The faster that globalization accelerates the rate of product innovation and development, the level of competitiveness grows and the need for corporate restructuring becomes more apparent. There is a growing recognition that competitive advantages result from having a highly trained and motivated workforce dedicated to meeting customer expectations. Thus "empowerment" training, including information age skills such as working in self-directed teams, problem solving, conflict resolution, and other "soft skill" training takes on greater importance as an opportunity.

- Computer and applied technological training is also a growing opportunity. Approximately 45% of Canadian employees worked with computer-based technologies in 1994 (Ekos Research Associates) and sales of personal computers has grown by an average of over 20% per year since 1984 (Statistics Canada). It is anticipated that not only computer training will be a growing need, but that other forms of applied technological training will also gain in popularity, for example CAD/CAM training. It is apparent from our analysis that Fleming is successful in providing applied technological training when it is able to offer clients leading edge expertise and technology within a suitable facility. The planning team therefore recognizes that we must identify those forms of applied technology training where these conditions can be achieved.

- Fleming has a distinct positive perception in the marketplace as a result of the Frost campus School of Natural Resources. The increasingly global issues of natural resource management, development and training will take on growing importance in an era where environmental sustainability is an increasingly sought after goal. The Contract Services unit at Frost, the Canadian Natural Resource Training Centre, has had success in developing a positioning in the marketplace, and is further ahead of other areas in gaining a foothold in the international marketplace. It is the planning team's belief that this unit has unique positive positioning in the marketplace and should continue to be marketed as an entity in future, no matter how the final structure is integrated.

- In her book, "Shifting Gears," Nuela Beck makes a case for health care being one of the four engines of future economic growth. Certainly the demographic trend towards an aging population would support the case of health care and management being a growing priority. As well, in this era of government deficit reduction, the way social and community services are provided will be increasingly questioned. The planning team believes that there will be growing opportunities in serving the needs of the health and community service sector in future.

A summary of key learnings from the Competitive Analysis follows:

- **Other Colleges and Universities**

  In general, in this era of anticipated government cutbacks, an increasing priority for colleges and universities is delivery of customized education (contract training). As reported by Doug Burn in "The Human Resources Professional," November 1995, "by some estimates, revenues from customized education are growing at ten percent a year among the more entrepreneurial colleges and universities."

  The planning team researched what other colleges are doing in the realm of Contract Training. Specifically, it was felt that a personal visit to two of the more innovative colleges was required. Al Bird and Dick Munshaw visited Georgian College and Conestoga College to pursue issues relating to the organizational structure and other related areas of interest to us as we make final determinations for Contract Training and Part-Time Studies at our College.

  Some of the key findings that were uncovered during the competitive analysis are as follows:

  Georgian College:

  The first visit was to Georgian College on November 22, where Al and Dick met with Denis Bouchard who is one of two directors that oversee Contract Training, Continuing Education, and International. Currently, one director oversees Contract Training (CT) and International, and the other (Denis) is in charge of Continuing Education (CE) and Government purchases. This situation will change, as Denis's position is being phased out due to CE being de-centralized to the delivery schools.

Georgian's CT delivery arm is called " The Georgian Source " and is about 1 1/2 years old in its current format. It operates (offices only) from a separate off-site location in Barrie with a staff of 10 (7 Hay and 3 Support), not including the directors. It should be noted that although it uses " The Georgian Source " in all of its literature and marketing print media, this operation is NOT separately incorporated. Rather, it has a separate identity (from a marketing point of view) as a training and development operation for business and industry clients. OSDO and TI are not part of this operation, and in fact are also off-site, albeit in a separate location. Only about 6% of TI monies are spent on Georgian delivered training, and Denis feels this should be much higher.

Hay salaries are mid-$50's to mid-$60's dependent upon area of expertise and experience. Volume for last year was $3 million and this includes both business and industry, and federal government contracts. About 65% of their activity was with the Federal government. Target for this year is the same, but Denis feels that they will not make this target due to government purchases being reduced. His feeling is also that campus locations such as Parry Sound could be closed, as they were mainly involved in delivery of Federal and Provincial direct funded programs and cannot be financially viable without such revenue.

Delivery of CT activity is arranged centrally, and there is a high use of part-time faculty who are contracted at rates from $22 per hour and up. They do not have a formal pay scale, and the average is probably in the low $30's per hour. When they do use full time faculty, the pay is 1% of annual salary/per hour. There is no limit to how few or how many hours that the part-time faculty are used, and the starting pay is negotiated, with merit increases based on performance and experience with the College. They do not hire through purchase orders, as the rates that they pay part-time do not force them into that situation.

In cases such as computer training, CT has access with dedicated labs that are shared with Con Ed., and also has some dedicated classroom space. When equipment-specific training is required (e.g. Technical Labs required), this is arranged through the delivery school, in some cases these schools may request some financial (or equipment) benefit. The Georgian Source doesn't have any portable equipment, and is restricted to using what is available at any given campus/location.

Denis expressed that there is not a particular strategic direction such as by grouping areas of expertise, or taking specific products to the marketplace. However, the Hay staff that market and develop the training activity have

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specialties such as: international, armed forces, technical, computers, supervisory and managing change.

Conestoga College:

We visited Conestoga on November 30, and met with Sandra Schelling who is one of their Managers in Training and Development. Under the direction of Norm Johnstone, there are six managers, each of whom oversees one of the following areas:

I. Management
II. Labour Adjustment
III. Computers & HRDC
IV. Festo (technical)
V. OSDO
VI. Office Manager

These management positions are Hay and are in the mid $50's to $60's, except for the office manager which is also a Hay position in the mid $40's. Within each managed area, there are training consultants who are also Hay and are paid mid $40's to start, they are trying to add some incentive to this salary. The numbers of staff within each area are dependent upon current or projected activity. A staff of 10 work within the central office area to assist in operations. In some cases, these are contract positions for the first year. Sandra stressed that for training consultants and managers they will only use specialists who have a broad range of skills, and not generalists.

Continuing Education is a separate department, under its own director. Sandra mentioned that in some situations CT and CE are in competition with each other. CT operates its own labs and classrooms as follows: 5 classrooms and 7 computer labs in its own CT facility which is part of the main (Doone) campus, plus an additional 3 computer labs in Stratford and Cambridge, with additional access to labs in Guelph and Waterloo. CE is not allowed to use the dedicated Contract Training facilities. Where day school facilities are used, there is usually negotiation to provide in-kind payment to those host schools, typically in reference materials, software, or small pieces of equipment which remain after the training has concluded.

Once again, pay rates are usually between $25-50 per hour to part-time teachers with no restrictions as to minimum or maximum hours. They do hire on purchase orders, but only hire incorporated companies in this manner. Sandra commented that their average is $40. per hour, however she knows that CE pays much less than this, with the top rate $31 per hour.

Approximately 60% of their past activity has been with the Feds, with 40% coming from business and industry. Of the private sector training, OSDO is funding about 5% through OS. Conestoga has spent considerable time developing a database of clients and activity, and try to track visits to each client. They use their database when mailing out to their various clients and publish a quarterly newsmagazine highlighting their activities.

The " Training and Development " division has College-wide priority for capital, and last year had $400,000 allocated to them for capital. Sandra shared with us their entry into interactive training, and with a substantial investment in a library of training packages, they have been able to win an HRDC contract for self-paced computer applications training. They also use this lab for another new program
" Technical and English Skills for Professional New Canadians ". Conestoga is preparing for selling their CT offerings to HRDC under the HRIF program on a per seat basis in the new fiscal year.

Durham College

Durham's Productivity Improvement Centre specializes in ISO 9000, QS-9000 and ISO 14000 training. The Consulting and Training Services of PIC also delivers training in management systems surrounding the need for quality change. It is believed that although Durham has marketed this initiative and has a presence in the marketplace, Durham has no distinct advantages over what Fleming could offer in this field, and is limited in focus, keying in on the ISO 9000 series rather than offering an integrated approach to quality change. In fact, all Ontario colleges offer ISO 9000 training in their respective regions, with similar offerings and course packages.

Private Consulting Firms

Large consulting firms offer training services, but usually in specialized fields such as Process Re-engineering, Total Quality Management or for industry sectors such as Health care. Usually, their prices would be higher than those offered by Fleming, and in these cases their expertise and professional standing may also be perceived as greater, particularly in line with the perception that Toronto expertise is somehow "better" than the expertise of people in Peterborough. Another common perception is that colleges just offer courses, rather than customized training. Fleming could develop a strategic advantage by linking with OSDO to provide professional needs assessment, thus providing better customization of offerings. Fleming could also look to broker consulting services to firms with greater expertise in specialized areas.

There are many small private consulting firms, and, with further downsizing anticipated, their numbers will likely increase (and could include laid-off college personnel). Again, these companies tend to focus on a narrow field of activity and lack the resources to market their activities as Fleming could.

Credentialling is another strength of Fleming as compared to training offered from these consultants.

Private Trainers

A growing number of companies operate as private trainers. These include the Toronto School of Business, Academy of Learning and the Ontario Business College. Their strength is computer training, where they have a distinct cost advantage to Fleming due to much lower pay rates for training delivery (as do the School Boards, who also offer computer training). Fleming is perceived by many customers to offer better credentialling. Ultimately, if Fleming is to compete successfully in the field of computer training, either we must offer training in software where we have unique expertise or on hardware they do not have. In essence, it would be preferable for Fleming to offer pay rates equivalent to what the market will bear, which would overcome the one competitive advantage these competitors offer.

Other private trainers include the CDI College of Business & Technology which specializes in training for computer occupations, Career Canada which focuses on the health sector and the International Academy of Merchandising & Design, focusing on merchandising design training.

Private trainers now include the Kawartha Enterprise Centre, who offer small business start-up training, also targeted by the Business Development Bank of Canada.

Large companies with Corporate Training Arms and/or Sectoral Institutes

Many large companies or sectoral associations have their own training arms. Often they require help to develop curriculum and deliver training. As a result, many unique partnerships have been developed where colleges link with these players to develop new business. One of the advantages of this type of activity is the potential to offer the training beyond the catchment area, where the companies and/or sectors have a presence.

Several competitive partnership agreements have been identified:

While it should be noted that Fleming has developed many strong partnership agreements, George Brown, in partnership with the Ontario Hostelry Institute, offers training in cooking, bar, restaurant and hotel management.

In 1994, Eaton's launched the Eaton School of Retailing in partnership with Ryerson Polytechnic University.

Seneca College has formed a partnership with Connaught Laboratories to train employees in biological sciences.

Grant MacEwan Community College in Edmonton has partnered with Canada Post to develop training programs for Canada Post's Learning Institute, focusing on offering modules in business management and leadership. This training program has been delivered at the Hautes Etudes Commerciale in Montreal.

Fleming and four other colleges have partnered with General Motors and the Canadian Manufacturer's Association, to develop and offer a Business Leadership certificate/diploma, with credits towards a university diploma in management.

Humber recently formed a four-way partnership with Human Resources Development Canada, the Canada Council on Rehabilitation and Work and the Canadian Bankers' Association to develop and deliver an entry program to train the disabled for positions as tellers and customer service representatives. All of the first class of graduates (18 students), are now fully employed at CBA member banks.

Self-directed Training

With the advent of the Internet there is more potential than ever for clients (including company employees) to learn through self-directed means. Fleming must study and develop greater potential to offer alternate delivery and/or distance education training, including through Contract Services. A link to the Learning Resource Centre is necessary in the final recommended structure, to support the growth of initiatives in this area.

OVERALL STRATEGY - KEY SELLING MESSAGES

The planning team brainstormed a list of potential customer benefits that matched client needs. It also analyzed the ability of Fleming to offer these benefits as compared to competitors identified previously. Finally, each of the strategic sectors were examined to determine if competitive advantages varied by sector or were similar to each. Final conclusions are outlined below.

The title for the combined Contract Services and Part-time Studies unit is recommended as:

Fleming Training & Development Services

Positioning in the Marketplace:

Basic Stance:

Fleming Training & Development Services offers flexible, customized and integrated services to help organizations and individuals achieve quality change and success.

The key selling messages for the overall unit are:
  - offer customized, flexible and integrated services
  - achieving quality change and success

Key selling messages for applied technical training:
  - offer leading-edge expertise, technology and facilities

Possible slogan: "LEARNING FOR SUCCESS"

Marketing Strategies include:

- Develop three external partnerships in 1996/97 to grow business with the end goal of expanding outside of our region.

  General Electric - Has been an increasingly active user of our Contract Services, Consulting Services (OSDO), and Part-time Studies. Still a large community player, and has transformed into a very focused and competitive organization. A member of the Sectoral Skills Council along with SSFC. They have multiple plants across North America.

  Milltronics - Large potential for growth in training activity. They have a strong College supporter in V.P. of Manufacturing. Milltronics is now a member of the Sectoral Skills Council and has recently made significant organizational changes. Milltronics is interested in arrangements whereby they can share the College's expertise and equipment in areas such as robotics and co-ordinate measurement machine. Also has facility in U.S.

  MNR - Now that the College has a formal partnership with Trent and MNR, we need to explore all possibilities relating to: training, consulting, joint projects for third party clients, and facilities usage. Has multiple sites across the province.

  - Partnering with Sectoral Associations such as Kawartha Manufacturer's Association, Canadian Manufacturer's Association, etc. Many new business leads have come from direct links to these groups.

  - Hospital Associations, particularly regional hospitals and community service providers.

- use existing partnerships (see Appendix III) to expand opportunities

- Develop an Advisory Committee for Contract Training Services representative of strategic activities pursued.

- Develop specific marketing strategies for each business unit in the final structure. For example, the Canadian Natural Resource Training Centre would be marketed to the natural resource sector as an entity to itself, by promoting through the use of brochures and suitable media which reaches the target market efficiently (for example, industry specific trade publications). A first start in developing strategic competitive advantages for the CNRTC is included at the end of Appendix 3.

- Possibility for an organizational needs assessment "support unit" to aid in assessing needs and integrating services (OSDO would be key to this unit, but Fleming data research and Access could also play a role)

- Brokering possibilities - can refer or broker to clients to best deliverers (may be competitors). One example would be if clients require process re-engineering consulting.

- Leading Edge Seminars/Conferences offered in strategic success areas serve to draw in clients/markets for services. Excellent way to spread word-of-mouth (Algonquin is very active in this area).

  get articles published in business journals
  drawing in lead-edge thinkers/researchers
  requires sound marketing (is a risky game)
  PD to develop our expertise

- Need a customer database/past history, central database of proposals - easily modified to help serve clients better

- Need to plan, including setting business targets, tracking success and provide follow-ups to enhance customer service

- For each strategic sector targeted, need to identify specific sectoral organizations Fleming can connect with, forge ongoing linkages and enlist their support. Alumni may serve well in this area.

- Outreach - connecting to sectors/organizations on an active and ongoing basis is key. Also important is to liaise with senior levels so that our services coincide with overall organizational goals and strategies of clients.

- International offerings is an ultimate goal. Links need to be maintained with international outreach activities, to help promote our services internationally and to gather information for clients.

- Use marketing to differentiate our business unit offerings from those of our competition by referring to our more "holistic" approach gained by strategic groups and by our consolidation of Contract Services and Part-time Studies

ORGANIZATIONAL STRUCTURE

Conclusions that pertain to Organizational Structure

1) Contract Services and Part-time Studies should be amalgamated in the recommended structure

There is excellent value to linking the Contract Services and Part-time areas together. In essence, Part-time Studies attempts to market training opportunities to individuals while Contract Services targets groups, usually from companies, organizations or by sector. There is much synergy in having Contract Services and Part-time Studies cooperate, with the goal of offering more cost-effective training to groups of individuals, and\or by combining individuals with common needs into effective groups. Also, Part-time Studies reports that the key to growing revenue is to circulate in the community to perform needs analysis and develop suitable product. The same requirement for success is true of Contract Services. In fact, evidence exists that where Part-time Studies and Contract Services personnel partner, more activity takes place. As a result, the final recommended structure is one that incorporates BOTH Contract Services and Part-time Studies personnel. Both groups have provided input and are in agreement with the final model.

2) A scan of other College models leads to key conclusions

We have studied other College models to identify strengths and weaknesses of each. Those that are successful are not fully decentralized like our current structure (not enough cooperation and central support; too much wasted effort in competing between Schools). Nor are they fully centralized (a major goal is to develop and utilize internal expertise in meeting client needs and a centralized model inhibits this kind of co-operation). All successful models are hybrids, combining elements of centralized leadership and support, with decentralized delivery. Our recommended structure is also a hybrid.

3) The key focus of the recommended structure is to provide excellent client service

A thorough analysis of historical performance, future trends, client sector needs and competitive activity has lead to some key conclusions:

- There are many "hot opportunities" out there and we will be more able to grow revenue by properly aligning internal expertise to "hot groupings" of sectoral needs. Grouping opportunities in terms of similar needs had specific implications for final structure.

- The current structure limits co-operation between related service providers, not only by School, but other related departments. For example, much synergy can be achieved by co-operating with OSDO/TI, providing better service to clients by gaining from their expertise in needs analysis and providing mutual benefit by joint referrals. Where it is determined that Fleming has a competitive disadvantage in delivering training, Fleming will act as brokers to refer service providers to clients that will best benefit them. In addition, synergies can be achieved through linking to International (an end goal of Contract Services is to promote differentiated offerings beyond our catchment area and ultimately to global markets), and through linking with Fleming Data Research and Information Technology (many clients have needs in terms of surveying, collecting and interpreting data and in networking their systems - particular expertise we now have within the College). As a result, the final structure includes team-based linkages with other internal service providers.

- Leadership for this new division is required. Many of the barriers to success are common to both Contract Services and Part-time Studies. Rather than having individuals within each of these areas try to "crash barriers" through separate and time-consuming initiatives, a Leader of Contract Services and Part-time Studies can organize appropriate high-level initiatives to provide barrier relief for all division members.

  Two initiatives in this area have been identified:

  1) To develop a process which includes the Human Resource Department to create win/win payment options for those involved in delivering training and\or other services.

  2) To work with Finance and Accounting to create a win\win overhead allocation system, meeting the needs of the overall College, Program areas, the new division and the community.

- The recommended structure is one that encourages co-operation between staff, promoting the ability to shift staff from a unit that may be less active to one with increased activity. As well, the structure must motivate effective information sharing and co-operative effort, in particular offering resources and support to whatever location has a need.

- The centralized portion of the structure supports the activities of the client-based units, offering secretarial support, reception, reporting, accounting activity and all part-time Studies support requirements, including calendar and timetable development. In addition, it is key that data systems be created which track the following:

  - clients - historical activity
  - proposals
  - trends
  - needs
  - competitors
  - issues/barriers
  - employee skill bank
  - potential clients - by sector/type of training

  This will enable greater efficiencies in regular pro-active planning and revenue target setting, improve client need-satisfaction and create efficiencies in performing important tasks, such as proposal writing.

Key groupings of Business Units

A thorough Environmental Scan, Trend Analysis, Consumer and Competitive Analysis led to the following conclusions for groupings of business units, based primarily on serving targeted clients in the best way possible.

The business unit groupings are as follows:

1) FLEMING INSTITUTE OF QUALITY CHANGE

A major trend area identified in the external scan is the growing need for companies and organizations to transform their operations into ones focused on quality as defined by customer need satisfaction. Manufacturers are increasingly required by suppliers, government regulations, etc. to become certified to international quality standards in order to maintain contracts. For many companies without quality control training, they could face lay-offs, downsizing or even shutdown. Most companies are interested in expanding quality beyond their manufacturing processes to their management systems.

The Fleming OSDO Consulting Service is actively involved in creating a "training culture" within firms and organizations in the Peterborough, Victoria, Haliburton and Northumberland areas. The training consultants partner with organizations to advise on human resource planning, help clients do needs assessments, develop strategic training plans and evaluate the financial and other benefits of the training undertaken. The process usually involves a joint labour/management committee that collaborates on training issues. This joint decision-making process is also supported by the TI program and is an increasing trend as training consultants continue to work with organizations on how training can support their business goals. In the past two years, of the 200 clients served by consultants approximately 60% are in the MANUFACTURING sector. The FINANCIAL, SERVICE and TRADE sectors account for balance of activity.

Over 90% of manufacturing clients and (increasing numbers in other sectors) are involved in some form of organizational change that requires QUALITY MANAGEMENT/SYSTEMS training (ISO, TQM, JIT, WCM etc.) To implement a system of continuous, consistent, responsive, relative and flexible training most of these organizations require in-house trainers and, therefore, TRAIN-THE-TRAINER programs. This is a key trend that will empower organizations to be self-sufficient in job related upgrading and day-to-day training. Computer training continues to be popular with all types of OSDO/TI clients. Generally larger organizations require training/upgrading on existing (or new) systems, while smaller clients need specific software training.

As evidenced by OSDO Consultants, Quality Control/ISO 9000, Team Building/Problemy Solving, and Supervisory Sills Upgrading are three of the most commonly cited training and development needs for medium sized manufacturing and service sector clients (OSDO/TI section - Appendix II). In addition, 78% of previous School of Business private sector training took place in areas covered by the proposed Fleming Institute of Quality Change.

Previous clients in this area include: General Motors of Canada, General Electric Canada, TJ Lipton, Johnson & Johnson Medical Products, and Textron Automotive (Appendix I - School of Business, Page 6). It is anticipated that this trend will apply increasingly to all organizations, not just manufacturers, and will result in increasing demand for the following services:

Quality Control/Management

- TQM Leadership/Management Training
- Problem Solving Techniques for Teams
- Continuous Improvement Methods
- ISO-9000+
- World Class Manufacturing Techniques
- Quality Audit

Coaching/Team Building

- How to Implement Self-Directed Teams
- How to Manage Change Effectively
- Diversity Awareness
- Interpersonal Skills
- Facilitation Skills
- True Colours
- Team Building
- Coaching Techniques
- Meeting Management
- Work Design
- Problem Solving

Supervisory Skills and Employee Development

- Time Management
- Stress Management
- Interviewing Skills
- Analyzing Performance Needs
- Evaluating Training
- Managing People
- Employee Performance Reviews
- Facilitation Skills
- Meeting Management
- Organization/Systems Training
- Written Skills

As organizations become leaner, there is a pressing need for supervisory staff to learn to manage, supervise, motivate, encourage, stimulate, empower and enable employees to work cooperatively together. Empowered cultures are now more desirable within organizations versus the traditional hierarchial structure.

Responding to the changing global marketplace and learning new ways to do business is a priority for most companies in the 90s. Flexibility, being able to do more with less and adjusting to new organizational structures are keys to business survival.

Competitors in this realm are many, but virtually all competitors specialize in only some of the above services. The key competitive advantage that Fleming can provide is to study needs thoroughly, linking to overall organizational mission and strategy, and recommend an integrated and customized package of services to promote quality change.

In addition, this unit will provide Train the Trainer services if required and will also look to develop capabilities in serving both Export Development (linking with international to promote foreign trade contacts, providing import\export training and suitable language and cultural training) as well as aid for Small Business development (an important trend for the future is the growth of small business). Services through the Integrated Business Opportunities Course are particularly attractive to these clients.

In addition, this unit can offer:

Business/Sales/Marketing

- Front Line Sales Training
- In-house Sales Training (Train the Trainer)
- Professional Selling Skills
- How to Expand the Business
- How to Run a Cost Effective Business

Companies must be proactive and aggressive to survive; having fresh sales presentations and long term marketing strategies are essential to this survival.

2) COMPUTERS AND APPLIED TECHNOLOGY

Much of Fleming's previous success in Contract Training has come from serving the needs of private industry in terms of applied technical training. The cornerstones to success in this realm are the ability to offer leading edge expertise, technology and suitable facilities. In many of the technical fields where we can offer applied training, Fleming has these competitive advantages.

Computer training has related key benefits. Statistics Canada reports that growth in real spending on computers by Canadian consumers over the period 1981 to 1994 has averaged +20% spending on an annual basis. As technologies rapidly change and improve, these growth rates are likely to increase in future. Currently, many private trainers can charge less than Fleming for computer training, due to significant differences in trainer delivery costs, and this needs to be addressed if Fleming is to achieve its true potential in this field.

Currently, much duplicated effort goes into offering applied technical training from a number of different Schools within the College. This proposed new unit would solidify our competitive advantages and provide more opportunity for co-operative initiatives to better capture share of market in this field. Another opportunity is in the realm of partnerships. Fleming has been the computer trainer of choice for GE Canada with revenues in excess of $100,000 per year for the last three years (Appendix I). In addition, a new recent partnership with Drake has enabled us to integrate on-line testing with training for major software publishers including: Microsoft, Novell, Autodesk, Lotus and WordPerfect.

As an award winning (199[illegible], 1993, 1995) Autodesk Training Centre, we have a quality reputation in Eastern Ontario and will capitalize on this by partnering with other Eastern Region Colleges. Fleming will be the lead College for AutoCAD training and will use its portable labs to provide high level training in Eastern Ontario. AutoCAD training has been a high priority for HRDC clients in recent years exceeding $125,000 annually for the last three years and private training has been in excess of $75,000 annually (Appendix I). Computer training is a prime example of how Contract Training and Part-time Studies offerings may be linked together to offer a broad variety of programming to a diverse population.

Samples of training provided by this unit include:

Computer Training

- Database Systems
- Coreldraw
- Desktop Publishing
- WordPerfect
- Excel
- Computerized Payroll/Bookkeeping
- Windows
- Surfing the Net, etc., etc.
- Autodesk, AutoCAD

Manufacturing Technical Training

Fleming has a local niche in several areas relating primarily to manufacturing and service sectors and includes Welding, HVAC/Energy (in conjunction with Part-time Studies), Machining (conventional & CNC), Electronics/Electrical. For example, revenues in welding alone with GE Canada were in excess of $93,000 for 1994/95 (Appendix I) and will reach similar levels for this fiscal year.

We are also promoting our specialty offerings in areas of Electrical and Mechanical Metrology with courses recently delivered to:

Ford Electronics, Markham
Nordion International, Kanata
Ontario Hydro Nuclear, Darlington

In addition, we are expanding our offerings in Security and Fire Alarm Systems, in anticipation of licensing (therefore training opportunities) requirements. Light Manufacturing and Maintenance/Service Sectors are key marketing targets for the technical area.

Offerings include:

- CAD/CAM
- Electrical and Mechanical Metrology
- Specialty Welding
- Computer Forensic Imaging
- Small Engines
- Electronic Skills
- Control Instrumentation
- Security Alarms
- Waste Reduction in Food Industry
- Forklift Truck Operation
- Heavy Equipment Operation
- Plastic Extrusion Production/Techniques
- Injection Moulding
- Shop Maintenance Processes
- HVAC
- Gas, Oil and Propane Certification

3) CANADIAN NATURAL RESOURCE TRAINING CENTRE

Operating from the Frost campus, this unit has already developed an entity in the marketplace and is recognized as world-class experts in a number of Natural Resource fields. As well, this unit is further ahead of the other units in linking their services to international markets. Key winners in this area have been: Aquaculture, GIS, Environmental, Aggregate Sampling and Explosives Handling for provincial, national and international clients (Appendix I, pages 1-16). It makes sense to maintain the perception of this unit as a separate entity in the marketplace, playing down the connection to the overall Contract Services and Part-time division, while cross-linking its functions and support with the other units of this division.

Offerings include:

- Greenhouse and gardening
- Pesticides training
- Explosive Safety
- Quarry Blasting
- Heavy equipment operation
- Earthworm Biology & Vermi-composting
- Certified Aggregate Sampling Specialist
- Cutter courses

- Landfill site proposals
- Well drilling
- Sewer systems
- Sustainability studies & training
- Forestry training & Studies
- Aquaculture

4) HEALTH & COMMUNITY SERVICES & DEVELOPMENT

In her book, Shifting Gears, Nuela Beck makes a strong case that health care will be one of the four engines of growth in the future. The trend towards an aging population supports the growing need for health care services. It is recognized that this sector poses particular challenges to our College in that the health sector is facing large funding cuts. In this area there will be more focus on part-time studies activity which has been traditionally strong at our College. Downsizing does create some opportunities. As training units of some organizations are disbanded, this creates opportunities for our College in areas such as training for police forces, banks and public agencies (Appendix III). It is our belief that this unit can develop solid initiatives for the future, particularly in the realm of community services and development. Note the Battle Creek model could be adapted by this unit. The potential exists for training in health and safety, suicide prevention, non-violent crisis intervention (also hostage survival training), legislative updates and co-ordinating quality change for the health care industry through our Fleming Institute of Quality Change.

The recommended structure includes these four units as the leading edge connection to clients. (Final organizational structure is illustrated on page 4).

Notes on Recommended Structure

- The key focus of each unit will be to circulate in the community to develop business and develop long-term relationships with sectoral groups and individual clients

- OSDO/TI is anticipated to maintain its funding links but would be housed within the division, cooperating with the units to analyze needs and provide joint referrals.

- Government Services is identified as an entity within the centralized support structure. A dedicated job would be to liaise with governmental agencies to connect to business opportunities and to determine if clients of the units can connect with government programs, services and\or funding. We believe it makes sense to have one person designated as the government contact, co-ordinating related proposals and updating other members of the division on government initiatives and changes.

- At the lower portion of the proposed structural model are all the other internal areas that this division needs to link with. Where the circles overlap, it is proposed that each of these areas choose a person who is responsible for serving as a team member who meets regularly with unit leaders to discuss developments and look for better ways to serve client needs.

- Support personnel in the centralized portion of the structure would provide support for all division activities.

- A Business Leader of Fleming Training & Consulting Services would perform the following tasks on behalf of the division:

  - vision setting
  - liaison external and internal
  - "barrier crashing"
  - cheerleading support
  - team co-ordinating and facilitating
  - creating profile - internal and external
  - strategic planning - develop positioning in marketplace
  - leading in an entrepreneurial, empowered fashion

- For each of the four units, it is recommended that a Unit Leader be in place. We looked at the possibility of having a Leader of Contract Services and a Leader of Part-time Studies housed within the centralized support structure, but it was felt by both groups that this would only promote a "silo" effect between Contract Services and Part-time Studies. It is believed to be essential that each unit have a leader responsible for BOTH Contract Services and Part-time studies.

- Note that, since the combination of Contract Services and Part-time Studies into one division is a rather recent development, more work is required to target revenue and determine the final mix of roles, jobs and requirements for the overall division. More work will be performed in this area before the final plan is issued.

Some notes on Division Funding and Overhead Allocation

The members of this division believe that, as much as possible, the division should be perceived as a profit centre for Fleming and be able to track division revenue and direct costs. On an annual basis, the division's business plan should be developed which will include revenue and contribution targets. It is recommended that overhead allocation be performed based on final performance of the overall division (too much time and effort is wasted now over allocating overheads on a contract buy contract basis).

A system for overhead allocation is illustrated below:

Total division revenue

Minus direct costs (all direct costs of fulfilling contracts, including delivery and all variable costs that apply directly to contract delivery)

Minus defined division overheads (salaries of division members, also it may be possible to negotiate fair charges for the rental of dedicated space within the College)

An Example of Division Contribution to Overhead

This final chunk of money (let's hope it's a growing one), could then be divided as follows:

- 30% to College overheads for on-campus activity
- 15% to College overheads for off-campus activity

The remainder would be divided as follows:

- 45% to Program clusters (or Schools) based on co-operative activity
- 45% to the division itself for reinvestment, future development and possible staff bonuses
- 10% back to a Community Development unit, who would work with a community Board created to co-ordinate and choose how these monies would be invested back into the community (possibly to charity). We believe this initiative is one that will attract favourable publicity and overcome possible internal and external objections that this division is profit-driven only.

Example:

1996 Total Revenue	$1,025,000
Minus Direct Costs & Division Overheads	710,000
Overall Contribution to Overhead	**315,000 or 30.7%**
30% to College for on-campus portion ($563,750)	51,975
15% to College for off-campus portion (461,250)	21,262
Total to College for Overhead	73,237
Of the remainder of Overhead ($241,763)	
45% to Centres of Specialization (based on co-operative activity)	108,793
45% to Training & Development (for reinvestment)	108,793
10% to Community Development Unit	24,177
	$241,763

At this stage, the above are suggestions only. The other parties that are affected by this overhead plan would be invited to take part in a process of negotiating these allocation percentages on a win\win fair basis.

REVENUE TARGETS

We looked at business and industry revenue targets based on our hot lists and our continuing activity, and sorted these according to our four new delivery units. In addition, we filtered this year's annualized data based also on the four delivery areas. The target for year 1 (96-97) has been set at $1,025,00 with the year 5 (2000-2001) target being $3,500,000.

The cost of staffing and delivering Contract Training on its own is estimated to be $710,000 in year one which includes direct and indirect costs, but not overhead to central. This 30.7% profitability margin will increase as sales volume builds, as the cost of managing each of the delivery areas will not increase proportionate to the volume.

The revenue targets have been set based on market trend analysis, "hot" item opportunities, and past experience with recurring business. Despite our past concentration on government and CITC contracts in the past five years, business and industry contracts accounted for 31% of total activity, up from 18% in 1992/93. In 1994/95, revenue for this sector increased by 66.5%. So with a more concentrated and coordinated effort, we should effect the following revenue targets:

Projected Contract Services Revenues

Year 1 -	$1,025,000	
Year 2 -	1,500,000	+46%
Year 3 -	2,000,000	+33%
Year 4 -	2,700,000	+35%
Year 5 -	3,500,000	+30%

Budget Estimates - Business & Industry
Contract Services

REVENUES (IN THOUSANDS)

Area	94/95	95/96*	96/97	97/98	98/99
CNRTC	188	208	300	430	586
Computers & Applied Tech	234	255	350	523	706
Fleming Institute of Quality Change	128	202	275	420	528
Health & Community Development	22	35	100	127	180
Revenue Totals	**572**	**700**	**1,025**	**1,500**	**2,000**

EXPENSES (IN THOUSANDS)

Expense	94/95	95/96	96/97	97/98	98/99
Travel/Hospitality	17	21	25	35	42
Advertising	10	12	18	23	28
Materials/Supplies	18	22	40	62	86
Instructional Delivery	257	308	287	440	608
Staff & Benefits	104	123	340	451	540
Expense Totals	**406**	**486**	**710**	**1,011**	**1,304**
Positive Variance	166 (29.1%)	214 (30.6%)	315 (30.7%)	489 (32.6%)	696 (34.8%)

Notes: *Based on Annualized Projection of Current Activity

Assumptions:

The revenue targets for business and industry are premised on the decision to pursue the business and industry activity, and also makes the following assumptions to meet those targets:

- senior management commitment
- marketing support
- each business unit would provide quarterly financial statements
- activity and costing will be tracked for each contract
- we will have appropriate facilities and equipment
- access to database of contract training clients and activity
- liaison with OSDO/TI personnel
- the right leader
- the right staff
- open pay scale (average $35 per hour)
- no internal barriers
- stick to business plan
- hire staff on part-time basis for government contracts under overall Business Unit Leaders

Staffing:

Our group determined the following attributes required for the following position categories in Contract Services. We have not included staffing requirements for Part-time Studies in this section. However, the overall Leader and the four Business Unit Leaders would oversee both Contract Training and Part-time Studies activity.

Overall Leadership:
This Hay position would oversee Contract Training, Part-time Studies, and OSDO/TI

Front Line Marketing/Development:
These Hay positions should be open to secondment from Faculty or Support, in order to get the "right people" on board.

Office Operations:
These Support positions should be open to those with proven skills in the required areas.

The staff will be located centrally, except in situations where it makes sense to have individuals located within the hub of most of the activity. For example, CNRTC Staff would, as an integral part of "Training and Development Services" probably be located at the Frost Campus.

Overall Leadership Attributes

- entrepreneurial empowerment
- risk taker
- vision setting and planning capabilities
- negotiation skills
- capable and willing to perform skills of front-line service personnel
- lobby to senior management
- sense of humour
- supportive
- team player
- cheerleader and advocate
- barrier basher - internal/external
- broad understanding of Business and Industry
- interpreting and anticipating trends
- working knowledge of adult learner and learning
- would be the HRDC and OTAB liaison person

Front Line Marketing/Development Personnel Attributes

- product development and knowledge
- develop curriculum
- needs assessment
- marketing
- lead generation and follow-up
- proposal writing
- financial management
- hiring of delivery staff
- liaison with professional groups
- project team leadership facilitation
- liaison with faculty
- integrate services on behalf of clients
- entrepreneurial spirit

Office Operations Support Personnel Attributes

- program administration (with help from support personnel
    - timesheets
    - ordering supplies
    - liaise with HR, Beaver, Word Processing
    - schedules classrooms and teachers
    - registration

- certification
- bookkeeping
- duplicating
- hotel booking

- Contract services will require access to Professional Development services to enhance the skill sets of those working in this division (including training deliverers)

Staffing Requirements

In year one, the Leadership role will be shared by designating 40% to Contract Training, 40% to Part-time Studies, and 20% to OSDO/TI

- CNRTC - one full-time plus one 24 hour support staff person
- Fleming Institute of Quality Change - one full-time plus 1/2 support staff
- Health & Community Services & Development - 1/2 full-time plus 1/2 support staff
- Computers & Applied Technology - 1.5 full-time plus one full-time support

Total - 4 full-time Front Line Marketing/Development
2 full-time support staff
one 24 hour support staff
(core staff - hire extra to suit HRDC requirements)

Facilities:

Based on the projected volume, we estimate minimum dedicated space requirements as follows for year one:

Lindsay = 1 computer lab and 1 classroom
Peterborough = 2 computer labs and 2 classrooms
Cobourg = 1 computer lab and 1 classroom

Activity for Haliburton and to supplement peaks in our business can be accommodated through use of transportable equipment and access to unscheduled classroom time.

The above does not include any dedicated technical labs; however, access to these labs is key to our success, and scheduled in conjunction with other lab users.

In addition, office space would be required for Contract Services personnel.

BARRIERS

The following barriers to the achievement of the above vision were identified:

- no consistency in looking at cost effectiveness
- lack of flexibility in accessing resources, i.e. facilities
- lack of consistency in interpretation of the collective agreement
- pay scales not consistent with market supply and demand
- competition between schools and campuses greatly impairs overall effectiveness
- lack of full-time designated resources is a problem
- lack of centralized resources to support contract training operations (access to secretarial/research/database/trend info./skills bank/client history, needs assessment, etc.)
- lack of marketing plan for contract training
- lack of understanding by support areas of College of just-in-time principles that Contract Services adheres to
- small staffing base restricts ability to respond to all opportunities
- Contract Services may not always be involved in decisions affecting them - causes a perceived lack of control

In greater detail, the Internal and External Barriers are as follows:

INTERNAL:

- Institutional culture and existing attitudes, beliefs and values has lead to an overall lack of support for Contract Services
  - Focus is on post-secondary programming
  - Training Services is viewed by management as a "sideline activity"
  - in particular, many members of the College community do not believe a publicly funded institution should be competing in the private sector and that a profit-driven focus differs from their view as to what the College should be doing
  - There is a lack of management support for building Training Services business
  - Fleming self concept is often low; in other words many Fleming personnel do not see us as capable of effectively competing within the private sector
  - Fleming does not tap into "internal expertise" as well as it could. In particular, faculty and Schools level of support for Contract Service activities varies, many refuse to cooperate or are limited due to the focus on post-secondary programming
  - Fleming is oriented to serving students rather than revenue generation
  - Hierarchal leadership - "silos" result
  - Competition internally reduces performance with clients
  - Activity based budget leads to this competition
  - Unions focus on post-secondary models, leading to many restrictions in terms of flexible payment of delivery
  - Lack of accountability - "pass the buck" attitude
  - Programs and staff in some cases "outdated"
  - Not recognizing or involving mutually supportive services, eg. OSDO/TI, Marketing and International, Fleming Data Research
  - as a result of the above, we may not have the right people working (or know who has the expertise/skills) in Training Services (credibility with clients is in question)

- Overhead allocation by individual contract leads to too much energy being wasted, and current methods of allocation are seen by both Accounting and Contract Services as lacking. Current methods may not be best at producing a win/win for both of these groups.

EXTERNAL:
Many customers in the external environment view Fleming as a traditional trainer of students (post-secondary) and not an organization which is adept at serving the needs of private companies.

- Definition of "Contract Training" is misleading - we offer "Contract Services" or possibly "Business and Community Development" (we are not just selling off-the-shelf courses)

- Fleming may be viewed, as a government institution, as less flexible and less able to provide quick turnaround

For those clients that are non-profit or are in the public sector, many believe that Fleming is supported by the taxpayer and therefore should be providing services for free.

Another problem is that often potential clients lack awareness or commitment to training their workforces, although more awareness is growing as the rate of change increases and the value of training is affirmed by successful organizations. Often, business and industry are not fully aware of their "needs" for training, or what specific training is required.

A very dynamic competitive environment exists, both from private trainers and consultants and from other colleges in the system, particularly as they place growing emphasis on Contract Training.

- Rules regarding out-of-catchment marketing limits potential to market out of region

Competition may be a barrier to our eventual success, but it also presents two opportunities:

1) Where we can develop competitive advantages we will be able to better compete and ultimately attract clients beyond our catchment area, including the international arena. The more our offerings are differentiated and unique, the better able Fleming is to market beyond the catchment area (particularly in light of current restrictions to local marketing only, unless offerings are unique)

2) Many competitors could be co-operators. Where they "do the job better," Fleming could broker their services to clients. In addition, partnerships could be struck with other institutions and\or private companies to offer more integrated and more effective service to clients.

RECOMMENDATIONS TO OVERCOME BARRIERS - SOLUTIONS

The following recommendations pertain to overcoming the above barriers with the goal of achieving the identified vision.

1) Pay Scales

During our meetings surrounding the plan development, the major barrier that we identified continuously was the pay scales and inflexibility of the current system to which we must adhere when hiring Contract Training personnel. We must bring down the hourly rates to a point where we can compete, and we must have the flexibility to hire for any duration. As we have identified other Colleges such as Conestoga and Georgian Colleges who are hiring at competitive rates and with the utmost of flexibility, we must take a firm stand on this issue if Contract Training activity is to be successful at Fleming College.

RECOMMENDED: That Fleming College adopt a separate pay scale/policy for Contract Training (and probably Part-time Studies too) which gives this group the ability to hire our trainers at rates that will enable us to maintain profitability for the College, while remaining competitive with other players in the training business. We recommend a pay scale for Contract Training and Part-time Studies which allows pay rates in the $15-$55 per hour range with an overall hiring average of $35 per hour. Starting pay rates would be based on the type of course, and the teaching experience of the trainer. We should also have the flexibility to hire our trainers for any duration of hours per week (subject of course to quality concerns) that are required to successfully completed our contracts with clients. The procedure to set pay rates would be a scan of similar marketplace rates, which we believe would result in some rates dropping lower than currently, and possibly some rates moving higher (particularly in realms where supply of expertise is limited and value of the expertise is high). For some projects, it may be beneficial to pay by total contract delivery rather than by hour (deliverers could spend more or less time to get the job done). In the past, the majority of our Contract Trainers (95%) have been other than full-time. We feel it is impossible to determine full-time workloads in Contract Training, due to its just-in-time nature. However, when there is an opportunity for an appropriate full-time employee to teach in a Contract Training program, we would facilitate this by paying for a replacement teacher to teach the normally SWF hours, at backfill rates. This is often the practise at other Colleges. Finally, Contract Services may wish to subcontract work to private businesses. This leads to questions such as: How long is the time frame before an ex-employee can be treated as a private contractor?

2) **Overhead Allocation**

We need some type of policy that will allow us markups that are less than normal (example brokering opportunities) and apply overheads of 5% or even less, where central services are not needed, or needed to a very limited extent. Another example of this are flow through monies for accommodation and textbooks. In 45% of this year's training activities we have had to rent off-site facilities, and even provide cleaning and other plant & property services at such locations. In these situations overheads should vary accordingly! We also recognize that we need to pay our fair share for services that are required in the delivery of our training and development activities, and do not wish to be seen as a burden to the rest of the College.

RECOMMENDED: A recommendation appears later in the plan which suggests a model for allocating overheads **after** direct contributions are identified. If this recommendation for the handling of overheads is NOT approved, then a checklist and a sliding scale of overhead rates should be developed in conjunction with Finance and Educational Resources, that will enable appropriate overhead burdens to be quickly and easily identified for each training event.

3) **Resources**

Contract Services have many just-in-time issues and the College (to a great extent) is not able to provide the quick turnarounds that are required for Contract Services clients. The reasons, we think, are twofold. First, our institution is organized to serve the relatively slow turnarounds that have been required for Post-Secondary (this is changing slowly). Secondly, there isn't a real understanding of why we need quick and reliable service. Key areas for us are: repair, relocation, and software issues around computers (IT); need to provide, transport and set up desks, chairs, O/H projectors, whiteboards, etc, in off-site locations (Plant and Property); need to provide quick turnarounds on purchase orders and textbooks (Finance and the Bookstore); need to be provided with a skill inventory of employees so that Contract Services can quickly find the best trainers to hire (Human Resources); need to provide quick turnaround for Contract Services certificates (Admissions); and, need to provide quick and accurate invoicing services (Finance).

RECOMMENDED: That the key service areas be asked to identify one or more of their staff who would be the main liaison between their area and Contract Services. This does not imply the dedication of such a staff person to CS, but rather an individual who would be our first point of contact. Cross-functional team meetings would take place on a regular basis to map out strategies, solve mutual problems and develop opportunities. This would also give those individuals an operational perspective and both sides better mutual understanding of activities.

4) Marketing

We have had attendance from various members of our Marketing group, and our best achievement so far is probably the colour Contract Training brochure that was produced a couple of years ago. However, now that we have a business plan, we need to develop a comprehensive plan for how we are going to market and grow the business.

RECOMMENDED: That Contract Services and Marketing and Institutional Development work together to develop a comprehensive marketing plan that will enable us to actualize our Business Plan through years one to five.

5) Facilities

Many in Contract Services wonder how we can increase our training volumes when the College is being forced to downsize activities and locations. Although we recognize that the College cannot dedicate huge amounts of space to CS, there must be a commitment to some facilities where the activities can justify the dedicated space. Part of the need for some dedicated space is also to create an identity for our external clients, that we are in this business and are serious about it. We need high quality facilities that are available when our clients require them, flexibility being one of the key issues for our success.

RECOMMENDED: That a dedicated area be identified for Contract Training and its offices, and that this include some dedicated labs and classrooms as identified later in this report.

6) Overcoming the lack of internal support

Many of the internal attitudes listed above will be difficult to change if the focus of the Contract Services unit is seen to be profit-driven only. If the unit is perceived to support other key College goals, there will be more chance of co-operation from faculty, support staff and management. As a result, the Team has added two additional subgoals to the overall vision:

Contract Services will attempt to help support the learning of Post-secondary students. Providing opportunities for learning and growth of our students is the key focus of the overall institution. We believe Fleming Contract Services can support this mission. Currently, in the School of Business, an Integrated Business Opportunities Course will be offered in the winter of 1996 to third year students. Flexible student teams with cross-program membership will be going into the community to provide help to businesses and organizations that require special projects or specific problems to be tackled. This is a win\win proposition, as students obtain excellent real-world training and the client gets low-cost (free) advice and service. Promoted recently through the Chamber of Commerce, several organizations have expressed interest. Fleming Contract Services could also promote and match up student teams to clients as part of our overall service.

RECOMMENDED: That all Programs look to offer a similar course to the Integrated Business Opportunities model and that Fleming Contract Services work in future to connect clients to student teams, looking for those projects were student teams could be effective and a win\win result is likely. Promoting real-world opportunities for students (and their faculty advisors who will also gain from current, real-world experience) will help motivate a more active and co-operative link between faculty and Contract Services personnel.

Contract Services could also help promote community services and development. Another goal of the College is to promote community development. Contract Services should share in this role. The model which was studied during the External Analysis was one promoted in a study by Joyce F. Elferdink, M.A., in the **ECONOMIC DEVELOPMENT REVIEW, fall 1992,** entitled "A Collaborative Model for Community Workforce Excellence." Battle Creek Michigan (population 54,000) initiated a co-operative group of training and service providers (including Kellogg Community College) to create a Centre for Workforce Excellence. The mandate of this centre is to improve the skill base of the local population with the end goal of attracting additional employers to the region. In today's environment, with Information-Age, global companies requiring an increasingly sophisticated workforce, regions with a pool of suitably educated and skilled workers are definitely more attractive. The Battle Creek network of service providers includes 11 agencies and three temporary employment services. Three major companies have signed Letters of Intent stating that they will hire clients of the Centre who display the attributes and skills necessary for job openings.

RECOMMENDED: That the Battle Creek model be studied further and that as a possible by-product, the College could provide volunteers who would assist community service providers. Some of our activities may be aimed at community service or community development, however it is recognized that overall profit results must be attained in total by the Contract Services division and that this is our primary goal.

Other recommendations to overcome internal lack of support:

- This business plan is the first step in proactively planning Contract Services activity. Specific goals have been set. The response to the plan and support of its recommendations, including resources and spacing required will go a long way to overcoming support barriers.
- It is important that the final Structure includes a Leader who can champion the cause of Contract Services and Part-time Studies within the College (both face similar barriers). A major function of this Leader would be to take responsibility from individuals within the division in terms of "barrier crashing," and look to overcome barriers in partnership with relevant internal stakeholders.
- Finally, the success of this Plan in meeting the needs of clients and growing future revenue and will be the ultimate long-term "answer" to overcoming these barriers.

EVALUATION

TRAINING & DEVELOPMENT SERVICES

INDICATORS OF EFFECTIVENESS

COMMUNITY DEVELOPMENT STRATEGY			
PROGRAM NAME:		SCHOOL:	
INDICATOR	APPROVED TARGET	PROGRAM STATUS 1994-95	COMMENTS (include trends over past 3 years based on available data)
A) How many new organizations has the College developed contacts with during the year?	The number of new organizations with whom SSFC develops new contacts increases by 10% year-to-year	DATA TO BE DOCUMENTED BY TRAINING & DEVELOPMENT SERVICES	
B) What percentage of participants of contract training are satisfied with the training provided?	More than 90% of the participants of contract training are satisfied with the training provided	DATA TO BE DOCUMENTED BY TRAINING & DEVELOPMENT SERVICES	

EVALUATION

TRAINING & DEVELOPMENT SERVICES
INDICATORS OF EFFECTIVENESS (continued)

COMMUNITY DEVELOPMENT STRATEGY			
PROGRAM NAME:		SCHOOL:	
INDICATOR	APPROVED TARGET	PROGRAM STATUS 1994-95	COMMENTS (include trends over past 3 years based on available data)
C) Has your program formed a strategic alliance/partnership with another educational institute, international and/or private sector organization?	SSFC strikes 3 new strategic alliances/partnerships with other educational institutions, international, and/or private sector organizations each year.	Describe briefly and indicate the success of such a partnership.	
D) Has the overall revenue generated through contract training grown year-to-year at a rate of 5-10%?	The overall revenue generated through contract training grows year-to-year at a minimum rate of 5-10%	REFER TO REVENUE TARGETS IN BUSINESS PLAN	
E) What externalization of training services beyond catchment areas has been accomplished?	More than 10% of training activity will take place outside of catchment area annually.	DATA TO BE DOCUMENTED BY TRAINING & DEVELOPMENT SERVICES	

NEXT STEPS

Stages required to complete the recommendations pertained in this plan are as follows:

1) present plan to senior management for approval
2) set competition and hire most suitable division leader
3) set competition and hire for remaining positions
4) develop marketing plans for each unit (some of the prework and analysis has already been done here. In particular, the CNRTC has completed a more detailed look at these units, clients, and competitive environment)
5) execute business development initiatives
6) establish initiatives with internal partners to resolve pay and overhead allocation issues
7) achieve year one volume and profitability targets
8) review and possibly revise the business plan for year two
9) achieve revised growth targets for years three to five, continuing to proactively plan and execute activities

SUMMARY

The above recommendations are submitted by the Contract Services Planning Team and has been reviewed by all personnel who take part in Contract Service activities. We hope these recommendations will be beneficial in helping make Fleming Training & Development Services a strong and integral contributor to Fleming's overall success.

APPENDIX I

HISTORICAL ACTIVITY:

This data is for Business & Industry training activity only. (Does not show CITC & HRDC funded programs)

- School of Natural Resources
- School of Technology
- School of Business
- School of Applied Arts & Health
- School of Access
- Fleming Data Research
- International Activity
- % of Training Completed (1995/96) On vs. Off Campus
- Yearly Revenue Trends

CONTRACT TRAINING REPORT (Natural Resources) 1992 - 1995

Training Conducted	Clients Served	Type of Delivery	Date Conducted	Trainer(s) Who Delivered	Direct Revenue	Direct Costs (Expenses)	Margin $	Margin %	Comments on Success (Evaluations)	Barriers
Explosive Safety Training Seminar	O'Neill's Drilling & Blasting, Township of Georgian Bay, Agra Earth & Environmental, Ministry of Labour, Natural Resources Canada, Compagnie Miniere Quebec Cartier, Cornwall Gravel Co., St. Mary's Cement, 3M Canada Inc.	Lecture, Trip to Quarry to see a blast	Oct. 23-25/95	Terry Exworth, Lorne McInnes	5,925.00	3,212.82	2,712.18	46%		
Explosive Safety Training Seminar	Individuals		Jan.23-25, 1995		6,100.00	3,024.08	3,075.92	50%		
Explosives (Ice) Safety	City of Ottawa	Off Campus - Lecture/Field Trip/	Dec.14-16, 1994	Terry Exworth, Lorne McInnis	10,000.00	5,783.37	4,216.63	42%	Excellent course, look forward to refresher	
Explosive Safety Training Seminar	CANCELLED		Nov.28-30,1994							
Explosive Safety Training Seminar	CANCELLED	Off Campus	March 8-10/94							
Explosive Safety Training Seminar	Gormley Aggregates, Ministry of Labour, Cdn General Insurance, Grannic Contacts, Vineland Quarries & Crushed Stone, Ridgemount Quarries, 1	On Campus - Lecture/Video/ Field Trip	Jan. 11-13/94	Terry Exworth/Lorne McInnis	3,450.00	1,746.94	1,703.06	49%		
Explosive Safety Training Seminar	CANCELLED	On Campus	Dec. 7-9/93							
Explosive Safety Training Seminar	Algonquin College	Off Campus - Lecture/Video/ Field Trip	March 9-11/93	Terry Exworth/Lorne McInnis/Reid Watson	9,100.00	5,150.00	3,950.00	43%		

CONTRACT TRAINING REPORT (Natural Resources) 1992 - 1995

Training Conducted	Clients Served	Type of Delivery	Date Conducted	Trainer(s) Who Delivered	Direct Revenue	Direct Costs (Expenses)	Margin $	Margin %	Comments on Success (Evaluations)	Barriers
Explosive Safety Training Seminar	Unimin Canada Ltd. Doug Pinder Electric, 5 Unknown Companies, 1 Individual	On Campus - Lecture/Video/ Field Trip	Jan. 26-28/93	Terry Exworth/Lorne McInnes/Ron Morgan/Gord Bailey/John Hendricks	5,400.00	3,170.00	2,230.00	41%		
Explosive Safety Training Seminar	**CANCELLED**	**On Campus**	**Nov.24-26/92**							
Explosive Safety Training Seminar	Algonquin College	Off Campus - Lecture/Video/ Field Trip	Mar. 31 - Apr.2/92	Terry Exworth/Lorne McInnis	4,800.00	4,500.00	300.00	6%		
Explosives Safety	ICI Explosives	On Campus - Lecture/Hands-on	June 26-30/95	ICI Personnel	5,740.00	3,730.29	2,009.71	35%	Residence was not adequate for some - they moved to a	
Level II Quarry	Gormley Aggregates, Ontario Hydro, Carl McFaul Ltd., Lafarge Construction Materials, Spruce Falls Inc	On Campus - Lecture/video	Feb 20-22, 1995	Terry Exworth, Lorne McInnis	3,900.00	2,892.35	1,007.65	26%	Spend more time on technical aspects, good instructors	
Level II Quarry	Granitic Contacts Ltd., United Aggregates, Vineland Quarries & Crushed Stone, Ridgemount Quarries, St. Marys Cement, Wimpey Materials, Doug Pindeer Electric, James Dick Construction, 1 Individual	On Campus - Lecture/ Workshops	Feb. 22-24/94	Terry Exworth, Lorne McInnis, Gord Bailey	4,900.00	3,143.26	1,756.74	36%	Clients very pleased with the instructors and course content.	
Level II Quarry Blasting	**CANCELLED**		**Feb. 23-25/93**							
Heavy Equipment Operation	AGCO	On Campus - Lecture/Hands-on	Feb.20-24/95	Eugene Evans	6,350.00	2,139.03	4,210.97	66%		

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CONTRACT TRAINING REPORT (Natural Resources) 1992 - 1995

Training Conducted	Clients Served	Type of Delivery	Date Conducted	Trainer(s) Who Delivered	Direct Revenue	Direct Costs (Expenses)	Margin $	Margin %	Comments on Success (Evaluations)	Barriers
Quarry Technician Certificate	**CANCELLED**		**June 20-24/94**							
Earthworm Biology & Vermi-Composting I & II	**CANCELLED**		**Oct. 22-23/95**							
Earthworm Biology & Vermi-Composting I & II	Ganden Landscapes;Keep Garbage Beneficial, N.S.; Stevenson's Environmental Earthworm Project, Florida; Saskatchewan Waste Reduction Council; Desy's Fish Farm; Worm Factory; Outstanding Renewal Enterprises, N.Y., Flowerfield Enterprises, Michigan;	On Campus - Lecture/ Demonstration / Hands-on	Oct 23-24/94	Dr. John Reynolds, Al Eggen	4,730.00	3,256.42	1,473.58	31%	Clients would like field session.	
Earthworm Biology & Vermi-Composting I	CANCELLED		Apr. 16/94							
Earthworm Biology & Vermi-Composting II	**CANCELLED**		**Apr. 17/94**							
Earthworm Biology & Vermi-Composting I	Flowerfield Enterprises, Florida; Dept of Forestry, Kentucky; Northumberland Newcastle Board of Education, Cobourg;Arbour Recycled Products, Ottawa; Worm Factory, Perth; Willingham Worm Farm, Georgia; Individuals from BC & Ontario	On Campus - Lecture/Hands-on	Oct. 23/93	Dr. John Reynolds/Al Eggen	1,500.00	1,650.00	-150.00	-10%		

Prepared by Dianne Smith 31/10/95

CONTRACT TRAINING REPORT (Natural Resources) 1992 - 1995

Training Conducted	Clients Served	Type of Delivery	Date Conducted	Trainer(s) Who Delivered	Direct Revenue	Direct Costs (Expenses)	Margin $	Margin %	Comments on Success (Evaluations)	Barriers
Earthworm Biology & Vermi-Composting II	Flowerfield Enterprises, Florida; Dept of Forestry, Kentucky; Northumberland Newcastle Board of Education, Cobourg;Arbour Recycled Products, Ottawa; Worm Factory, Perth; Willingham Worm Farm, Georgia; Individuals from BC & Ontario	On Campus - Lecture/Hands-on	Oct. 24/93	Dr. John Reynolds, Al Eggen	1,500.00	1,650.00	-150.00	-10%		
ArcView	East York Bd of Education	On Campus - Hands-on/Campus tours of fish hatchery, vermi-composting, talapia operation	Aug. 21-23/95	Ibrahim Elshayal, Les Bober, Sue Mantle	6,061.38	4,074.09	1,987.29	33%	Less lecture	
Certified Aggregate Sampling Specialist	Redland Quarries, Walker Bros. Quarries, Caledon Sand & Gravel, Seeley & Arnill Aggregates, Sandhill Aggregates, Global Stone, Dufferin Aggregates, Preston Sand & Gravel, J. G. Stewart Cons, R. H. Stewart Cons, United Aggregates, Amherst	On Campus - Lecture/Lab Work	Feb 20-24/95	Brian Gerry, Bev Wiseman, P. Hill, Hugh Banks	9,660.00	5,092.96	4,567.04	47%		
Certified Aggregate Sampling Specialist	CANCELLED		June 13-17/94							
Aggregate Sampling Specialist	CANCELLED		Feb 28-Mar. 4/94							

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CONTRACT TRAINING REPORT (Natural Resources) 1992 - 1995

Training Conducted	Clients Served	Type of Delivery	Date Conducted	Trainer(s) Who Delivered	Direct Revenue	Direct Costs (Expenses)	Margin $	Margin %	Comments on Success (Evaluations)	Barriers
Certified Aggregate Sampling Specialist	**CANCELLED**		**Mar. 1 - 5/93**							
Certified Aggregate Sampling Specialist	Allan G. Cook Ltd., Preston Sand & Gravel, The Sarjeant Co. Ltd., Steetley Quarry Products, Golder Associates, J.G. Stewart Construction, Ministry of Transportation, Dibblee Construction, James Dick Construction, Caledon Sand & Gravel	On Campus - Lecture/Video/ Lab Work	Feb. 22-26/93	Brian Gerry/Bev Wiseman/Hugh Banks/Paul Korzeniowski, Cindy Broughton	8,280.00	4,314.00	3,966.00	48%	Met my expectations, should eliminate confrontations in field, good background material, some material too technical, vary delivery modes, need more	
Aggregate Sampling Basic	Powerscreen of Canada, Erie Sand & Gravel, Doughty Aggregates, United Aggregates, Allan G. Cook Ltd, Joe Kerr Ltd	On Campus - Lecture/Lab Work	Mar 28-31/95	Brian Gerry, Steve Watts, Hugh Banks, Bev Wiseman	4,560.00	2,773.18	1,786.82	39%	Course intense & demanding but very informative, course should	
Aggregate Sampling Basic	Blackwood Hodge, Lafarge Aggregates, Lafarge Construction Materials, 1 Individual	On Campus - Lecture/Lab Work	Mar 21-24/95	Brian Gerry, Steve Watts, Hugh Banks, Bev Wiseman, P. Hill	5,130.00	2,911.14	2,218.86	43%	Course lacks an industry application perspective, a greater practical element should	
Aggregate Sampling Basic	Individuals	On Campus - Lecture/Lab Work	Jan 31-Feb 3/95	Brian Gerry, Steve Watts, Hugh Banks, Bev Wiseman, P. Hill	8,550.00	3,872.74	4,677.26	55%	Good rating overall for instructors, facilities,	

CONTRACT TRAINING REPORT (Natural Resources) 1992 - 1995

Training Conducted	Clients Served	Type of Delivery	Date Conducted	Trainer(s) Who Delivered	Direct Revenue	Direct Costs (Expenses)	Margin $	Margin %	Comments on Success (Evaluations)	Barriers
Aggregate Sampling Basic	Silvertop Supply, MLS Enterprises, Custom Concrete, Walker Industries, J. G. Stewart Construction, R.H. Stewart	On Campus - Lecture/Lab Work	Jan 17-20/95	Brian Gerry, Steve Watts, Hugh Banks, Bev Wiseman	5,130.00	3,319.15	1,810.85	35%	Manual could to better, course bounced around too much	
Aggregate Sampling Basic	**CANCELLED**	**On Campus**	**May 16-19/94**							
Aggregate Sampling Basic	The Murray Group Ltd., J. G. Stewart Construction, Spruce Falls Inc., Global Stone (Ingersoll) Ltd., M. J. Labelle Co. Ltd., Floyd Preston Ltd., Hard-Rock Paving Co. Ltd., T.R.T. Sand & Gravel	On Campus - Lecture/Lab Work	Dec. 13-16/93	Brian Gerry, Cindy Broughton, Bev Wiseman, Hugh Banks, Paul Korzeniowski	6,840.00	4,374.28	2,465.72	36%	More sampling requested, improve manual, equipment could be better organized and in better condition, participants felt	
Aggregate Sampling Basic	Companies not listed in file (12)	On Campus - Lecture/Lab Work/2 Field Trips	Oct. 5-8/92	Brian Gerry, Bev Wiseman, Cindy Broughton	6,840.00	3,904.00	2,936.00	43%	Good basic knowledge, more AV resources needed, course moved along at	
APAO Specialist Recertification Exam	Forwell Ltd., Canada Building Materials, Dufferin Aggregates, Seeley & Arnill Aggregates, Permanent Lafarge, Franceschini Bros. Aggregates, Gormley Aggregates, Warren Bitulithic Ltd., Standard Aggregates, Smith's Construction, R. Buck	Off Campus - Exam	Mar. 10/94	Brian Gerry	780.00	420.00	360.00	46%		

CONTRACT TRAINING REPORT (Natural Resources) 1992 - 1995

Training Conducted	Clients Served	Type of Delivery	Date Conducted	Trainer(s) Who Delivered	Direct Revenue	Direct Costs (Expenses)	Margin $	Margin %	Comments on Success (Evaluations)	Barriers
Environmental Citizenship Workshop	ACCC	On Campus - Lecture	June 25-27/95	ACCC Personnel	1,197.75	1,018.09	179.66	15%		
Air Brake Z Endorsement	Scott's Plains Recycling	Off Campus - Lecture/Video	June 21/95		784.00	506.60	277.40	35%		
Air Brake Z Endorsement	Scott's Plains Recycling	Off Campus - Lecture/Video	Mar.21/95	Rudi Rehmund	882.00	546.40	335.60	38%		
Air Brake Z Endorsement	York Disposal	Off Campus - Lecture/Video	Mar. 4/95	Rudi Rehmund	350.00	160.50	189.50	54%		
Truck Air Brakes	Scott's Plains Recycling	Off Campus - Lecture	July 9/94	Rudi Rehmund	980.00	621.67	358.33	37%		
Truck Air Brakes	Scott's Plains Recycling	Off Campus - Lecture	Nov. 22/93	Rudi Rehmund	1,045.60	625.55	420.05	40%		
Cutter Course	Individuals	On & Off Campus - Lecture/Hands-on Field Work/ Demonstration	Apr. 17-19/95	Gerald Guenkel	1,430.00	1,214.90	215.10	15%	Excellent course, very practical	
Cutter Course	Individuals	On & Off Campus - Lecture/Hands-on Field Work/ Demonstration	Apr. 6-9/95	Gerald Guenkel	1,430.00	1,189.60	240.40	17%		
Cutter Course	Individuals	On & Off Campus - Lecture/Hands-on\Demontration	Apr.18-22/95	Denis McGee	2,730.00	1,914.31	815.69	30%		

Prepared by Dianne Smith 31/10/95

CONTRACT TRAINING REPORT (Natural Resources) 1992 - 1995

Training Conducted	Clients Served	Type of Delivery	Date Conducted	Trainer(s) Who Delivered	Direct Revenue	Direct Costs (Expenses)	Margin $	Margin %	Comments on Success (Evaluations)	Barriers
Cutter Course	CANCELLED	On & Off Campus	Feb.22-24/94							
Cutter Course	Individuals	On & Off Campus - Lecture/Hands-on/Demonstrations	Feb.20-22/95	Denis McGee	1,820.00	1,308.71	511.29	28%		
Cutter Course	Kawartha Region Conservation Authority, Ken Reid Conservation Area, 9 Individuals	On & Off Campus - Lecture/Field Trip	Nov.22-24/93	Gerald Guenkel	990.00	1,259.00	-269.00	-27%	Make the paperwork simplier for licence	
Facilitator - Hockey School	OMHA	On & Off Campus	May 26-28/95		10,118.75	7,381.78	2,736.97	27%		
Facilitator - Hockey School	OMHA	On & Off Camp	May 27-29/94		12,424.25	11,724.25	700.00	6%		
Landfill Site Proposal Evaluation Workshop	Central & South Hastings Waste Management Board	On Campus - Lecture/Lab Work/ Demonstration	Aug. 24/95	Steve Thompson, Mark Williamson, Anne vanWarmerdam	1,088.64	816.48	272.16	25%	Students thought a two day session would be better	
ArcForest	ESRI	On Campus - Lecture	June 19-21/95	Paul McDonald	7,500.00	4,796.68	2,703.32	36%		
GIS	Egypt	On Campus - Hands-on	May 29-June 9/95	Ibrahim Elshayal	6,260.00	4,131.92	2,128.08	34%		
GIS Infrastructure	Geomatics Canada	On Campus - Lecture/Hands-on	Feb.20-24/95	Ibrahim ElShayal	4,950.00	2,751.61	2,198.39	44%	Good course overall	
GIS Intro	MNR - Sault Ste. Marie	On Campus - Hands-on	Dec.14-16, 1994	Steve Rose, Les Bober, Susan Mantle	8,341.12	4,626.16	3,714.96	45%	Days too long, more hands-on	

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CONTRACT TRAINING REPORT (Natural Resources) 1992 - 1995

Training Conducted	Clients Served	Type of Delivery	Date Conducted	Trainer(s) Who Delivered	Direct Revenue	Direct Costs (Expenses)	Margin $	Margin %	Comments on Success (Evaluations)	Barriers
GIS Intro	MNR, Natural Heritage Information Centre, Peterborough	On Campus - Hands-on	Dec. 7-9, 1994	Steve Rose, Les Bober, Susan Mantle	7,221.00	3,367.15	3,853.85	53%	Good introductory course	Stuffy air led to drowsiness
GIS - Intro	MNR, Peterborough	On Campus - Lecture/Hands-on	Sept.28-30/94	Steve Rose, Les Bober	7,637.11	3,641.66	3,995.45	52%	Days too long, ArcView could have been better structured,	
GIS - Intro	MNR, Peterborough	On Campus - Lecture/Hands-on	Aug. 8-10/94	Steve Rose, Les Bober, Susan Mantle	7,456.25	3,156.79	4,299.46	58%	Some students looking for a "walk through" of an entire project to relate	
GIS - Intro	MNR, Peterborough	On Campus - Lecture/Hands-on	July 18-20/94	Steve Rose, Les Bober, Susan Mantle	8,298.75	3,800.77	4,497.98	54%	Relate more to MNR maps, etc.	
GIS for Municipal Utility Systems	CANCELLED	On Campus	June 10-26/94							
GIS for Municipal Utility Systems	CANCELLED	On Campus	Apr. 29-May15/94							
Word 6.0/Windows 3.1	County of Victoria	On Campus - Hands-on	Aug.15-31/95	Carolyn Hills	3,050.00	1,819.28	1,230.72	40%	Excellent instructor,	
Word 6.0/Windows 3.1	County of Victoria	On Campus - Hands-on	Aug.15-31/95	Carolyn Hills	3,050.00	1,819.28	1,230.72	40%	Excellent instructor, students would like same level	
Windows 3.1 & Word 6.0	County of Victoria	On Campus - Hands-on	May30-July 6/95	Carolyn Hills	3,050.00	1,818.49	1,231.51	40%	Excellent instructor, course suited to	
Internet	Ross Memorial Hospital	On Campus - Hands-on	June 20&22/95	Norm Munnery	600.00	322.46	277.54	46%		

Prepared by Dianne Smith 31/10/95

CONTRACT TRAINING REPORT (Natural Resources) 1992 - 1995

Training Conducted	Clients Served	Type of Delivery	Date Conducted	Trainer(s) Who Delivered	Direct Revenue	Direct Costs (Expenses)	Margin $	Margin %	Comments on Success (Evaluations)	Barriers
Internet	Ross Memorial Hospital	On Campus - Hands-on	June 26&27/95	Norm Munnery	600.00	322.46	277.54	46%	Not what some student expected, too much jumping	
Internet	Individuals	On Campus - Hands-on	October 14, 1995	Peter Warren	729.00	210.57	518.43	71%		
Internet	Individuals	On Campus - Hands-on	June 17, 1995	Norm Munnery	270.30	448.11	-177.81	-66%		Problem with the network. Could not access any sites. Students were given the option of refund, class on July 8th or transfer to Fall Course. Instructor waas paid to teach 2 classes (12 hours).
Internet	Individuals	On Campus - Hands-on	June 3, 1995	Norm Munnery	495.55	264.28	231.27	47%		
Internet	Individuals	On Campus - Hands-on	May 27, 1995	Norm Munnery	675.75	272.41	403.34	60%		
Internet	Individuals	On Campus - Hands-on	April 29, 1995	Norm Munnery	672.24	272.41	399.83	59%		
WP51	CHIMO Youth & Family Services Inc.	On Campus - Hands-on	Nov.15-Dec.13/94	Lynda Rickard	1,450.00	828.62	621.38	43%		
Microsoft Windows, Word, Excel, Access, Powerpoint	Town of Lindsay	On Campus - Hands-on	June 21 - 25/94	Jim Britton	2,275.00	1,876.50	398.50	18%	Client very pleased with training and	
Accpac	REDI	On Campus - Hands-on	July 10/95	Lynda Rickard	280.00	167.36	112.64	40%		
WHIMIS	CANCELLED		Dec 3, 1994							

CONTRACT TRAINING REPORT (Natural Resources) 1992 - 1995

Training Conducted	Clients Served	Type of Delivery	Date Conducted	Trainer(s) Who Delivered	Direct Revenue	Direct Costs (Expenses)	Margin $	Margin %	Comments on Success (Evaluations)	Barriers
Welding Safety Workshop	Libbey-Owens Ford	Off Campus - Lecture/ Demonstration	Nov. 27/93	Steve Walsh	535.00	200.00	335.00	63%		
Cable Tool Water Well Drilling Techniques	**CANCELLED**	**On Campus - Lecture/Hands-on**	**July 4-6/94**							
Rig Operation Course	**CANCELLED**		**July 7-8/94**							
Urban Draining & Sewer Design Manuals	Niagara College		Jan-95		810.00	229.76	580.24	72%		
Onsite Sewage Systems	Ministry of Environment & Energy	On Campus - Lecture/Video/ Overhead	Apr. 25-28/94	Jim Adam, Bob Harrington	7,600.00	1,019.00	6,581.00	87%	More case studies, more field work, excellent material content, get	
Trail Construction in Sensitive Areas	**CANCELLED**		**June 4-6/94**							
Provincial Offences Act	LLBO - Inspections & Investigations Branch	Off Campus - Lecture/ Demonstration	Oct. 26, 1994	Pat Hogan	1,050.00	568.35	481.65	46%	Rated as good to excellent	
Law Enforcement	St. Lawrence Parks Commission	Off Campus - Lecture & Video	May 30 - June 3/94	Pat Hogan/Jim Milford	5,800.00	3,936.75	1,863.25	32%	Best course ever taken, instructors draw on their knowledge, wish all	
Pay Equity	Pay Equity Commission	On Campus - Facilitator	Sept 20/94	Pay Equity Personnel	780.00	299.13	480.87	62%		

CONTRACT TRAINING REPORT (Natural Resources) 1992 - 1995

Training Conducted	Clients Served	Type of Delivery	Date Conducted	Trainer(s) Who Delivered	Direct Revenue	Direct Costs (Expenses)	Margin $	Margin %	Comments on Success (Evaluations)	Barriers
Motivating Employees	**CANCELLED**	**On Campus**	**June 28/94**							
Legislation	**CANCELLED**	**On Campus**	**June 21-22/94**							
Conflict Resolution	**CANCELLED**	**On Campus - Lecture/Group Work**	**June 30/94**							
Coaching & Counselling	**CANCELLED**	**On Campus - Lecture/Video**	**June 29/94**							
Assertiveness Training for Women	Individuals	On Campus - Lecture/Video/ Role Playing	Feb.25-26/95	Rose King	700.00	618.48	81.52	12%	Clients thought more courses like this should be offered for	
Interpreting the Geology	CANCELLED	On Campus	June 1-3/94							
Health Care Concerns of the Aging Commmunity	H.A.N.D.E.	On Campus - Seminar	Apr. 23/94	Dr. Mark Berber, Duncan Robertson, Jennifer Ingram	2,550.00	2,490.00	60.00	2%		
Growth & Yield (plotting project)	MNR, London	Off Campus - SSFC students plotted data from predesignated plots	Summer,1995	Gerald Guenkel					MNR was pleased with the work done	
Growth & Yield (plotting project)	MNR, London	Off Campus - SSFC students plotted data from predesignated plots	Summer,1994	Gerald Guenkel	86,400.00	64,490.26	21,909.74	25%	MNR was pleased with the work done	

CONTRACT TRAINING REPORT (Natural Resources) 1992 - 1995

Training Conducted	Clients Served	Type of Delivery	Date Conducted	Trainer(s) Who Delivered	Direct Revenue	Direct Costs (Expenses)	Margin $	Margin %	Comments on Success (Evaluations)	Barriers
Tree Heights	MNR, London	Off Campus - SSFC students plotted data from predesignated plots	Summer,1995	Gerald Guenkel					MNR was pleased with the work done	
Groundwater Investigation	Ministry of Environment & Energy	On Campus - Lecture/Field Trip	June 20-24/94	Steve Thompson, Brian Gerry, Grant Bashford, Bruce Pettit	11,000.00	6,302.65	4,697.35	43%		
Green Colleges Verts Founding Symposium	ACCC	Peterborough Campus - Arranged accommodation, meals, etc.	Oct.21-24/92		10,981.37	10,981.37	0.00	0%		
Geotechnical, Environmental Core Drilling	CANCELLED	On Campus	July 11-15/94							
FAC (Firearms Acquisition Certificate)	CANCELLED									
FAC (Firearms Acquisition Certificate)	CANCELLED									
Ergonomics	CANCELLED	On Campus	June 25-26/94							
Digital Field Notes & Communications	CANCELLED	On Campus	May 24-June 1/94							
ArcInfo	User's Group	On Campus - Lecture/ Demonstration	Feb. 20/95	ESRI Personnel	1,930.70	1,549.38	381.32	20%		

CONTRACT TRAINING REPORT (Natural Resources) 1992 - 1995

Training Conducted	Clients Served	Type of Delivery	Date Conducted	Trainer(s) Who Delivered	Direct Revenue	Direct Costs (Expenses)	Margin $	Margin %	Comments on Success (Evaluations)	Barriers
Aquaculture Techniques for Private Land-owners	**CANCELLED**	**On Campus - Lecture/Lab/Field Session**	**June 6-8/94**							
Algonquin Provincial Park Low Impact Skills	**CANCELLED**	**Off Campus - Hands-on**	**June 6-10/94**							
Algonquin Provincial Park Low Impact Skills	**CANCELLED**	**Off Campus - Hands-on**	**May 2-6/94**							
				SUB TOTAL	377,496.51	243,792.04	133,704.47	35%		
Eco-Ed Conference/Green College/Database Research	Bangladesh Centre for Advanced Studies	Off Campus - Conference/ Seminar/Research	1992/93	Dr. John Reynolds	80,060.00	71,670.00	8,390.00	10%		In-kind contribution $40,500, Cultural problems overcome by end of year
Research for Database	Bangladesh Centre for Advanced Studies	Off Campus - Research/Surveys	1993/94	Dr. John Reynolds, Lisa Ross	68,475.00	59,520.00	8,955.00	13%		In-kind contribution $5,000
Study Tour	Government of Bangladesh	Study Tour		Andy Matwichuk, Anne VanWarmerdam, Dr. John Reynolds						
Research and Publication of Book	Bangladesh Centre for Advanced Studies	On & Off Campus	1994/95	Dr. John Reynolds, Lisa Ross	69,480.00	61,311.00	8,169.00	12%		In-kind contribution $26,623
Workshop	BTEB	Off Campus	Mar-95	Dr. John Reynolds						

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CONTRACT TRAINING REPORT (Natural Resources) 1992 - 1995

Training Conducted	Clients Served	Type of Delivery	Date Conducted	Trainer(s) Who Delivered	Direct Revenue	Direct Costs (Expenses)	Margin $	Margin %	Comments on Success (Evaluations)	Barriers
Private Environmental Training	BTEB	On Campus	Sept-Dec/94	Brian McFazden, Dave McAuslan						
GIS Training	Khulna University	On Campus	Sept /94-Apr/95	GIS Faculty						
Research	Government of Belize - Department of Environment	On Campus	1992/93	Jim Adam, Steve Thompson	35,520.00	28,340.00	7,180.00	20%		
Research	Government of Belize - Department of Environment	Off Campus	Jun-92	Jim Adam, Ray Smith						
Study Tour/Environmental Legislation	Solicitor-General, Government of Belize	On and Off Campus - Lindsay & Ottawa	1993/94	Jim Adam	39,532.00	31,833.00	7,699.00	19%		In-kind contribution $2,374
National Workshop	Department of Environment, Government of Belize	Off Campus	Jul-94	Jim Adam, Steve Thompson, Mark Williamson						
Environmental Sciences	Department of Environment, Government of Belize	On Campus - Specialized classroom training	1994/95	Terrain & Water and IRM Faculty	52,553.00	47,240.00	5,313.00	10%		In-kind contribution $9,802
Specialized Field Training	Department of Environment, Government of Belize	Off Campus - Field Demonstration	Jan-95	Dr. John Reynolds						
Specialized Environmental Training	Department of Environment, Government of Belize	Off Campus - Haliburton Forest	Jul-95	Hocking College Faculty						

CONTRACT TRAINING REPORT (Natural Resources) 1992 - 1995

Training Conducted	Clients Served	Type of Delivery	Date Conducted	Trainer(s) Who Delivered	Direct Revenue	Direct Costs (Expenses)	Margin $	Margin %	Comments on Success (Evaluations)	Barriers
				SUB TOTAL	345,620.00	299,914.00	45,706.00	13%		
Lake Abitibi Model Forest - F&W	Forestry Students, Lake Abitibi Model Forest, Abitibi Price	Fall Camp (experential)	1994/1995 each year for three years	Gerald Guenkel, Denis McGee	60,000.00 (93/94)					
Lake Abitibi Model Forest - GIS	GIS Students, Lake Abitibi Model Forest, Abitibi Price	Computer Assisted Project	1994/1995 each year for three years	Steve Rose	30,000.00 (93/94)					
Lake Abitibi Model Forest - Park & Rec.	Park & Forest Recreation Students, Lake Abitibi Model Forest, Tourists in Cochrane Region	Fall Camp (experential)	1994/1995 each year for three years	Al MacPherson	33,000.00 (93/94)					
Pakistan/CIDA	Aquaculture Students From Pakistan	classroom, laboratory	1994/1995	Aquaculture Faculty				12%		
Rainy Lake Ojibway Educational Authority	native students and non-natives in north-west Ontario	off campus, lab experential	1994/1995 and continuing	Al Chamberlain	45,000.00 per year ???					
Sucker Creek, Manitoulin Island	Native Students	experential lab/lecture	1992/1993 1993/1994 1994/1995	Al Chamberlain	10,000.00 per year					
Ontario Pest Control Assoc. Certification	OPCA members	lab/lecture	1993/1994	Al Van Ryckechem	2,000.00					
EYC Grants			for each year 1992-1995		5,000-10,000 a year					
OMNR sponsor of Outdoor Education Centre			for each year 1992-1996		4,000.00 each year					

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School of Technology

Type of Training	Clients Served	Type of Delivery	Date	Trainer(s)	Direct Revenues	Direct Costs	Margin (Contribution)	% Profit	Comments on Success/ Evaluations
AutoCAD	GE Canada	On/Lab	95/96	D'Arms	4,970	2,482	2,488	50%	High Future Potential
"	"	On/Lab	94/95	Houghton D'Arms Hough	15,000	6,900	8,100	54	"
"	"	On/Lab	93/94	Briones Hough	18,541	9,156	9,385	49.8	"
"	"	On/Lab	92/93	Briones Hills	11,250	5,650	5,600	47.2	"
"	Pan Oston	On/Lab	95/96	D'Arms	3,414	1,802	1,612	52.6	"
"	"	On/Lab	94/95	D'Arms	6,000	2,840	3,160	52.6	"
"	Machine Dynamics	On/Off (50/50 split)	95/96	Houghton	5,320	2,340	2,980	56	"
Welding	GE Canada	On/Lab	95/96	Sumbler	28,174	14,211	13,963	49.2	"
"	"	On/Lab	94/95	Sumbler	93,800	39,850	53,950	49.5	"
"	"	On/Lab	93/94	Sumbler	39,623	19,556	20,067	50.6	"
"	"	On/Lab	92/93	Sumbler	49,000	24,680	24,320	49.6	"
"	Quaker	On/Lab	95/96	Sumbler	3,375	1,625	1,750	51.9	"
Stainless Welding & Polishing	Kraft	Off	92/93	Peplinskie Golloher	28,557	13,586	14,971	52.4	Specialized, one shot deal.
Quality Assurance/ISO9000	AVP	Off	95/96	Demonte	7,699	3,687	4,012	52	High Future Potential

Type of Training	Clients Served	Type of Delivery	Date	Trainer(s)	Direct Revenues	Direct Costs	Margin (Contribution)	% Profit	Comments on Success/ Evaluations
SPC/QA	Davidson	Off	94/95	Demonte Lake	8,840	3,985	4,855	55	"
"	"	Off	93/94	Demonte	6,790	2,987	3,803	56	"
Quality Assurance	Davidson	Off	92/93	Taylor	7,355	3,684	3,671	49.9	"
Machining/CNC	GE Canada	On/Lab	94/95	Rumsey Patterson	11,250	5,190	6,060	53.4	"
Machining	GE Canada	On/Lab	93/94	Rumsey Heath	7,961	3,903	4,058	50.9	"
"	GE Canada	On/Lab	92/93	Rumsey Jordan	22,000	9,750	12,250	55.6	"
Machining/Fluid Power	Quaker	On/Lab	94/95	Jordan Pilgrim	8,148	3,875	4,273	52.4	"
Small Engines	General Motors	On/Lab	94/95	Jones	5,000	2,200	2,800	56	"
PLC	GE Canada	On/Lab	93/94	Fleming	7,800	3,432	4,368	56	"
"	"	On/Lab	93/94	Tindill	16,500	7,800	8,700	52.7	"
"	Weetabix	Off	93/94	Tindill	3,150	1,620	1,530	48.6	"
Rotating Motors	GE Canada	On/Off	94/95	Robinson	10,700	5,148	5,552	51.8	"
"	"	60/40 Split	93/94	Robinson	5,842	2,970	2,872	49.2	"
"	"	60/40 Split	92/93	Robinson	12,300	5,412	6,888	56	"
Fluid Power	Davidson	Off	92/93	Plumley	8,257	4,810	3,447	41.7	"

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Type of Training	Clients Served	Type of Delivery	Date	Trainer(s)	Direct Revenues	Direct Costs	Margin (Contribution)	% Profit	Comments on Success/ Evaluations
Metrology	Davidson	Off	92/93	Jones	8,261	4,007	4,254	51.5	"
High Voltage	Kraft	Off	94/95	Fleming	1,200	596	604	50.3	Specialized, one shot deal.
"	"	Off	93/94	Fleming	2,920	1,284	1,636	56	
Electronic Skills	Kraft	On/Lab	92/93	Bogseth	9,342	4,110	5,232	56	High Future Potential
Basic Electrical Skills	Quaker	On/Lab	93/94	Tindill	7,982	3,912	4,070	51	"
Control Instrumentation	Tetra Pak	On/Lab	92/93	Fleming	8,240	3,925	4,315	52.4	Specialized, one shot deal.
Security Alarms	Canadian Security Assoc.	Off	93/94	Hooper	4,500	2,000	2,500	55.6	Specialized, one shot deal.
PLA Course	GE Canada	Off	93/94	Wilson	7,800	3,400	4,400	56.4	Specialized, one shot deal.
Microsoft Software	GE Canada	On/Lab	95/96	Brown Hough Hills	7,696	3,386	4,310	56	High Future Potential
"	"	On/Lab	94/95	Brown Hough Hills	71,960	31,662	40,298	56.1	"
Alpha IV, Lotus, Office Writer	GE Canada	On/Lab	93/94	Brown	27,803	12,235	15,568	55.9	High Future Potential
Alpha IV, Lotus, HP Graphics, Dbase IV	GE Canada	On/Lab	92/93	Brown	43,521	21,146	22,375	51.4	High Future Potential

TRAINING SERVICES ACTIVITY - SCHOOL OF BUSINESS: APRIL 1, 1993 - OCTOBER 1, 1995

COURSE	CLIENT	TYPE OF DELIVERY	TRAINER	DATES	DIRECT REVENUE	DIRECT COSTS	MARGIN	COMMENTS
Supervisor Certificate	Various Companies	. Workshops . On campus	Various Faculty	Sept 17 - Dec 17, 1993	16,900	6,900	10,000	Replaced by Business Leadership Program
Business Leadership Program - Pilot	General Motors	. 5 days . Company training facilities	Bill Hooper	Sept 12 - 16, 1994	7,000	2,000	5,000	Certificate/diploma program developed in partnership with GM, CMA, Durham, Niagara, Fanshawe & St. Clair Colleges and University of Waterloo
Business Leadership Program - Pilot	General Motors	. 5 days . Company training facilities	Ralph Wood	May 7 - 12, 1995	7,500	2,000	5,000	"
Business Leadership Program - Pilot	General Motors	. 5 days . Company training facilities	Bill Hooper	March 1996 Sept 12 - 16, 1994	7,500	2,000	5,000	"
Business Leadership Program - Pilot	General Motors	. 5 days . Company training facilities	Ron Christian	April 11 - 15, 1994	7,500	2,000	5,000	"
Business Leadership Program - Pilot	General Motors	. 5 days . Company training facilities	Donna Judd	March 1996	7,500	2,000	5,000	"
Business Leadership Program - Pilot	General Motors	. 5 days . Company training facilities	Ron Christian	December 1995	7,500	2,000	5,000	"
Business Leadership Program	Various Companies	. 4 evenings & all day Saturday over 4 weeks . on campus	Various faculty & external trainers on contract	March 1995 - May 1996	32,000	20,000	12,000	" . High potential program . Requires aggressive marketing

Supervisor Skills	General Motors	. Workshops . Company training facilities	Bill Hooper Ralph Wood Margaret Johnson	Dec 1, 1993 - March 25, 1994	44,000	24,000	20,000	
Supervisor Skills	Cobourg Star	. Workshop . Company facilities	Wayne Milroy	May 1995	1,500	800	700	
Team Building	Johnson & Johnson, Peterborough	. Workshops . Company training facilities	Rose Manser Craig Patterson	May - Dec, 1995	8,400	4,400	4,000	. Potential for consulting and training in this area
Team Building	Johnson & Johnson, Markham	. Workshops . Company training facilities	Ron Christian	Sept 12 - Oct 25, 1995	5,600	2,700	2,900	"
Team Building	TJ Lipton	. Workshops . Company training facilities	David Beatty Bill Hooper Donna Judd	May 1 - June 1, 1993	10,954	6,500	4,454	"
Facilitation Skills & Team Building	TJ Lipton	. Workshops . Company training facilities	David Beatty	April 8 - July 4, 1994	8,700	5,000	3,700	"
Team Building, problem Solving & Job Design	Baskin Robbins	. Workshop . Off campus	Terri Geerinck Jim Bottomley	Nov 17 - March 9, 1994	2,950	1,600	1,350	"
Meeting/Facilitation Skills	NHB Industries	. Workshop . Company training facilities	Bill Hooper	Aug 25 - Oct 20, 1994	6,000	3,300	2,700	"
Team Building	Esco	. Workshop . Company facilities	Bill Hooper	June 5 - Nov 27, 1995	5,600	3,200	2,400	"
Team Building	MNR	. Workshop . On campus	Bill Hooper	May - June, 1995	5,346	3,200	2,146	"
Transitions & Teamwork	St. Joseph's Hospital	. Workshop . On campus	Ron Christian	April 29, 1993	1,613	900	713	"

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Train-the-Trainer	CGE	. 2 day workshops . Off campus	Ron Christian	(1) May 5 & 12 '95 (2) June 2 & 9 '95 (3) Aug 18 & 25 '95	2,000 2,000 2,000	1,200 1,200 1,200	800 800 800	Many requests for this type of training in conjunction with team building
Train-the-Trainer	CGE	. Workshop . Off campus	Mike Davidson	Jan 19 - 31, 1994	3,000	1,400	700	"
Train-the-Trainer	CGE	. Workshop . Off campus	Mike Davidson	Feb 23 & 28, 1994	1,500	800	700	"
Train-the-Trainer	CGE	. Workshop . Off campus	Mike Davidson	April 19 - 20, 1993	1,500	800	700	"
Train-the-Trainer	Peterborough Food Coop	. Workshop . On campus	David Beatty	Oct 18, 25, Nov 8, 15, 1993	1,800	1,000	800	"
Train-the-Trainer	3M	. Workshop . Company Facilities	Wayne Milroy	Jan 24 - Feb 7, 1995	3,000	1,800	1,200	"
Write a company "Job Instruction Training Manual"	NHB Industries	. Workshop . Company Facilities	Bill Hooper	June 1995	3,000	500	2,500	
Retirement Planning	CGE	. 2 hours per week . On campus	Various staff	Sept 12 - Nov 14, 1995	2,500	1,000	1,500	
Retirement Planning	3M	. Workshop . On campus	Ralph Wood	Sept 1995	3,500	1,000	2,500	
Managing Change	Veterans' Affairs	. Workshop . On campus	Bill Hooper	Feb 9, 1995	1,000	450	550	
Managing Change	Baskin Robbins	. Workshop . Company Facilities	David Beatty	Jan 14 7 21, 1994	1,500	1,000	500	
Dealing with Difficult People	Veterans' Affairs	. Workshop . On campus	Rose Manser	Nov 18 & 25, 1993	2,200	900	1,300	
Interviewing Skills	Veterans' Affairs	. Workshop . On campus	Wayne Milroy	March 24, 1994	1,000	450	550	

Employee Selection	Six Nations	. Workshop . Off campus	Nancy Keay	Aug 11-18, 1993	5,200	3,200	2,000	
Time Management	CGE	. Workshop . Off campus	Rose Manser	April 19 - 20, 1993	1,000	500	500	
Selling Skills	Peterborough Real Estate Board	. Workshop . On campus	Jim Bottomley	June 1995	2,000	900	1,100	
Office Review	Trent University	. Project . Off campus	Barb Mathers Jim Bottomley	April 1 - May 30, 1994	3,500	1,700	1,800	
Strategic Training Solution	Ontario Skills	N/A	Bill Hooper	Sept - Nov, 1994	3,000	1,000	2,000	
Personal Skills Certificate - Planning	Sectoral Skills	N/A	Bill Hooper	April - Sept, 1995	3,500	1,000	2,500	New program, in partnership with Niagara & Humber Colleges, and the Electrical/Electronic Sectoral Council
Personal Skills Certificate - Design	Sectoral Skills	N/A	Bill Hooper	Sept - Dec, 1995	4,500	1,500	3,000	
Excel & Word Software training	Pebra	. Night School . On campus	Dianne Berlenbach	Sept 17 - Nov 23, 1994	5,000	2,200	2,800	
WP Windows, Windows	Kinark				4,125	1,900	2,225	
Windows	Separate School Board		Dianne Berlinbach	June 23 & 27, 1995	550	250	300	
Internet	Milltronics		John Sillberg		750	350	400	
Computer Training	CGE				14,230	7,200	7,030	In partnership with Tech & Law
Instructional Strategies	CGE	. Post secondary course . Off campus	Vern Belos	Sept 8 - Dec 15, 1993	5,600	2,700	2,900	
Facilitation Skills	CGE	. Post secondary course . Off campus	Len Taal	Feb 9 - May 16, 1994	5,600	2,700	2,900	

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Measurement & Evaluation	CGE	. Post secondary course . Off campus	David Beatty	Nov 2 - March 14, 1994	5,600	2,700	2,900	
Business Mathematics	Textron Auto Interiors	. Post secondary course . Off campus	Sue Vallery	June 17 - July 28 & Sept 12 - Oct 7, 1993	6,090	2,890	3,200	
Intro to Materials Management	Textron Auto Interiors	. Post secondary course . Off campus	Lloyd Clive	Nov 23 - Feb 22, 1993	5,000	2,500	2,500	
Food & Beverage Server	OTEC	. Courses . On campus	Norm Smith & Casey van den Heuvel	Sept - Dec, 1995	26,000	16,000	10,000	**Two more OTEC training programs (Room Attendant & Front Desk Attendant) planned**
Health & Safety Certification	IAPA	. IAPA course . On campus	. IAPA staff	May 16 - June 17, 1994	1,700	100	1,600	
Health & Safety Certification	IAPA	. IAPA course . On campus	. IAPA staff	Sept 19 - Dec 9, 1994	3,400	100	3,300	
Health & Safety Certification	IAPA	. IAPA course . On campus	. IAPA staff	June 29, 1994	125	0	125	
Health & Safety Certification	IAPA	. IAPA course . On campus	. IAPA staff	Nov 28, 1994 - Jan 13, 1995	1,800	100	1,700	
Health & Safety Certification	IAPA	. IAPA course . On campus	. IAPA staff	Feb 20 - 24, 1995	600	50	550	
Health & Safety Certification	IAPA	. IAPA course . On campus	. IAPA staff	April 24 - June 2, 1995	1,800	100	1,700	
Health & Safety Certification	CUSSCO	. Workshop . On campus	. Bob Riches	Feb 1 - March 22, 1994	3,535	200	3,335	

TOTAL VALUE OF PRIVATE SECTOR TRAINING (SCHOOL OF BUSINESS) APRIL 1/93 -OCTOBER 1/95: $340,768 (67%)

TOTAL VALUE OF GOVERNMENT FUNDED TRAINING (SCHOOL OF BUSINESS) APRIL 1/93 -OCTOBER 1/95: $164,998 (33%)

TRAINING SERVICES ACTIVITY

SCHOOL OF BUSINESS

April 1, 1993 - October 1, 1995

General Motors of Canada	$87,500
Canadian General Electric	46,500
TJ Lipton	19,654
Johnson & Johnson Medical Products	14,000
Textron Automotive Interiors	11,090
NHB Industries	11,000
3M Canada	6,500
Esco Canada	5,600
Ministry of Natural Resources	5,346
Baskin Robbins	4,450
Veterans' Affairs	4,200

SCHOOL OF BUSINESS

"HOT LIST"

Based on business volume April 1, 1993 - October 1, 1995

Business Leadership Program/Supervisor Training	$135,900	40%
Team Building Training	55,163	16%
Computer Skills	31,685	9%
Train-the-Trainer	18,800	5%
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	$241,548	70%

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CONTRACT TRAINING - SCHOOL OF APPLIED ARTS & HEALTH
HISTORICAL ACTIVITY 1992-1993

TRAINING CONDUCTED	CLIENTS SERVED	TYPE OF DELIVERY	DATE CONDUCTED	TRAINER(S) WHO?	DIRECT REVENUES	DIRECT COSTS	MARGIN %	COMMENTS ON SUCCESS
COMMUNICAT'NS - Job Entry Skills	F.A.C.T.S/ Stirling, ON	Traditional Classroom On Site	Fall 1992	-	$ 2,000.00	-	-	File unavailable
COMMUNITY SERVICES (Professional Update)	Japanese Professors International	Traditional Classroom 30% On Site Practicum 70% Off Site	October, 1992	Brian Nichols External Agencies	$ 3,900.00	-	-	Extremely pleased with program and learning facilitator
ENHANCED STAFF CHILDCARE (Project based)	Peterborough Child Services	Service On Site	March, 1992 - Sept., 1992	-	$14,581.00	-	-	Repeat Business
	"	"	Sept. 1992 - March, 1993	-	$10,885.00	-	-	Repeat Business
LANGUAGE INSTRUCTION & CANADIAN LITERATURE	Osaka Seiki International	Traditional Classroom On Site	August, 1992 - January, 1993	-	$36,400.00	-	-	Repeat Business indicative of satisfaction
SPECIALIZED SOCIAL SERVICES PROGRAMMING (Focus: Social Assistance Programming)	Chuo College International	Traditional On Site - 30% Off Site - 70%	Sept., 1992 - Oct., 1992	Fleming Staff/ Agencies	$ 8,900.00	-	-	Repeat Business Positive +++
					$76,660.00			

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CONTRACT TRAINING - APPLIED ARTS & HEALTH
HISTORICAL ACTIVITY 1993-1994

TRAINING CONDUCTED	CLIENTS SERVED	TYPE OF DELIVERY	DATE CONDUCTED	TRAINER(S) WHO?	DIRECT REVENUES	DIRECT COSTS	MARGIN %	COMMENTS ON SUCCESS
COMPUTER TRAINING - Transitions	-	-	-	-	$ 2,500.00	-	-	-
ENHANCED STAFF CHILDCARE (Project based)	Peterborough Child Services	Service On Site	April, 1993 - Sept., 1993	-	$18,454.00	-	-	-
FIRST AIDE	Red Cross	On Site	March, 1994	-	$ 2,160.00	-	-	-
HEALTH CARE AIDE	F.A.C.T.S/ Stirling, ON	Theory - On Site 25% Practicum - Off Site 75%	Sept. 1993 - March, 1994	Partial Load & P.T. Contracts -	$26,500.00	- -	- -	-
LANGUAGE INSTRUCTION & CANADIAN LITERATURE	Osaka Seiki International	Traditional Classroom On Site	Aug., 1993 - Jan., 1994	Partial Load Fleming Staff	$46,700.00	-	-	Repeat Business
SOCIAL SERVICE PROGRAMMING	Chuo College International	Traditional On Site - 30% Off Site - 70%	Sept. - Oct. 1993	Fleming Staff/ Agencies	$ 9,750.00	-	-	Repeat Business
					$118,502.00			

TRAINING CONDUCTED	CLIENTS SERVED	TYPE OF DELIVERY	DATE CONDUCTED	TRAINER(S) WHO?	DIRECT REVENUES	DIRECT COSTS	MARGIN %	COMMENTS ON SUCCESS
LANGUAGE INSTRUCTION LEVELS 1 - 3	Craaytech Co.	Traditional Off Site	Sept. - Nov., 1994	J. Sherlock/ Partial Load Contract	$ 3,000.00	$ 1,674.00	($1,326.00) 44%	Request for call back re: next level
LANGUAGE INSTRUCTION & CANADIAN LITERATURE	Osaka Seiki International	Traditional On Site	Aug., 1994 - Jan., 1995	Partial Load/ Fleming	$ 48,500.00	-	-	Repeat Business
LABOUR MANAGEMENT LANGUAGE TRAINING LMLT Levels 3 - 6	Peterborough Industry	Off Site	Sept., 1994 - Dec., 1994	Partial Load Contract	$ 8,026.00	$ 6,846.00	($1,180.00) 15%	Unknown
HEALTH CARE AIDE	F.A.C.T.S./ Stirling, ON	Theory - Traditional On Site 25% Practicum Off Site 75%	April, 1994 - July, 1994	Partial Load Contract/ R. Newmaster J. White	$ 30,208.00	$16,855.00	($13,353.00) 44%	Repeat Client
HOSPITAL IV THERAPY	Ross Memorial Hospital Lindsay, ON	Off Site	Feb., 1995	External Contract	$ 2,500.00	$ 1,395.00	($1,105.00) 44%	No Evaluation on File
SOCIAL SERVICE PROGRAMMING	Chuo College International	On Site - 30% Off Site- 70%	Sept. - Oct. 1994	Fleming Staff /Agencies	$ 9,750.00	-	-	Repeat Business
MISCELLANEOUS ?	Singer - Workstation	Off Site			$ 2,500.00	$ 1,395.00	($1,105.00) 44%	
					$104,484.00			

TRAINING CONDUCTED	CLIENTS SERVED	TYPE OF DELIVERY	DATE CONDUCTED	TRAINER(S) WHO?	DIRECT REVENUES	DIRECT COSTS	MARGIN %	COMMENTS ON SUCCESS
COMMUNITY SERVICES PROGRAMMING (Professional Update)	Japanese Professors International	Traditional 30% On Site 70% Off Siteq	Sept., 1995	Fleming Faculty /M. Thomas	$ 2,875.00	-	-	Very pleased with program & Fleming staff
LANGUAGE ASSESSMENT (ESL)	NHB Industry	Off Site	Spring, 1995	Fleming P.L. Staff	$ 300.00	-	-	-
LANGUAGE INSTRUCTION & CANADIAN LITERATURE	Osaka Seikei International	Traditional On Site	Aug., 1995 - Jan., 1996	Fleming P.L. Staff	$48.500.00	-	-	Repeat business
ENHANCED STAFFING CHILDCARE (Project Based)	Peterborough Child Services	Service On Site	Sept., 1995 - Dec., 1995	-	$10,242.00	-	-	Repeat business
SOCIAL SERVICE PROGRAMMING	Chuo College International	Traditional 30% On Site 70% Off Site	Sept. - Oct., 1995	Fleming Faculty /J. Ellis	$ 2,700.00	-	-	Repeat business b/o recession in Japan
					$64,617.00			

Others currently pending: Industrial Safety, Flying Colours
ESL Training, NHB Industry

School of Access

Guidelines for review of historical activity in Contract Training.

The following will serve as a template for providing this information.

#	Training Conducted	Clients Served	Type of Delivery	Date Conducted	Trainer(s) Who Delivered	Direct Revenues	Direct Costs	Margin (Contribution)	Comments on Success/ Evaluations
1	Team Building	Johnson & Johnson	-group session at Johnson and Johnson	Jun '95 Oct - Dec '95	Craig Patterson Rose Manser	$2,400/ month (shared with School of Business, so Access gets $1,200/ month	$700/ month	$500/month 42%	-total value of original contract was $16,800. This contract is on hold until Jan '96. A new 3 month contract was negotiated at same price for Oct - Dec '95.
2	Computer/ Employment Planning	E.D.G.E.	-on campus -instructor -shift oriented	Fall '94 Winter '95 Fall '95	Various	$3,500 each x 6	$1,500 - $2,000	$1,500 43%	-continue to happen
3	Labour Adjustment	C.G.E.	-group sessions and individual counselling at C.G.E.	Jul - Sept '94	Rorry Cruikshank Suzanne Hughes	$12,800	$5,500	$7,300 57%	
4	Computer Literacy	National Grocers (& Scotts Plains)	-lab/ classroom at SSFC	Nov 93 - Jan 94	Carolyn Kitchen	$3,780	$2,000	$1,780 47%	-satisfaction has led directly to other purchases

5	Computer Introduction	Lindsay Computer Centre	-computer lab at Career House	Jan '95 - ongoing	Joy Cyr	$1,500	$1,000	$500 33%	-successful
6	Computer Literacy	National Grocers	-lab/ classroon at SSFC	Feb - Apr '94	Carolyn Kitchen	$3,780	$2,000	$1,780 47%	-satisfaction has led directly to other purchases
7	Computer Literacy	National Grocers	-lab/ classroom at SSFC	Jan - Mar '95	Carolyn Kitchen	$8,500 (2 groups)	$4,700	$3,800 45%	-satisfaction has led directly to other purchases

Also, we would like you to outline in general how you cost and price contracts - charge per teaching hour? what margin/mark-up do you look for?

Lindsay

1. - use per diem rate as a basic guide. (I know that the per diem rate usually provides a decent margin).
   - take a look at the market, the potential suppliers, etc. and decide what price the market will bear.
   - try to get a least $75 per hour
   - once tender is purchased, find least expensive method of delivery

2. - estimate costs of delivery
   - look at other variables re what market will bear

Peterborough

Assess what the market will bear by considering:

1. type of training (e.g. competition, instructors, delivery costs)

2. similar delivery costs (e.g. per diem rates, pricing of other schools)

3. sources of funding (e.g. Ontario Skills funding available, Company funded)

Arrive at a cost per hour and calculate total cost. Divide by 1.15. Ensure that instructional direct costs (I usually use $50-$60 per hour for salary and benefits) are covered. Margin is whatever the difference is. I don't usually have any set margin in mind for the department/school, since any non-government contracts are a bonus for Access.

Because our teaching costs tend to be cheaper and I'm wary of being significantly cheaper than the other Schools, there's always a good margin on each contract. Whether there is any profit margin on the total contract training delivered, if Bill Peacock and my time were calculated, is another question.

FLEMING DATA RESEARCH'S ACTIVITIES
January, 1993 to October 17, 1995

Company	Description of Task	Status	$ Amount
Johnson & Johnson Medical Products	market data collection for interventional systems (data entry, data analysis & report generation)	Completed Sept., 95	$1000.00
St. Joseph's Hospital & Health Centre	1995 Employee Attitude Survey (data entry, data verification, data analysis)	Completed Oct., 95	$1700.00
Marchand Corporation	development of a database for company contacts	Proposal Aug., 95 On Hold	$5000.00
Peterborough City/County Health Unit	telephone survey	Proposal Oct., 95	$3000.00
Johnson & Johnson Medical Products	Employee skill level survey	Lead Oct., 95	
Peterborough Lacrosse Association	Telemarketing project of ticket sales for the Deck Laker's Lacrosse Club	Completed May 95	$2438.00
The Victoria County Board of Education	Prevention Survey	In progress	$9300.00

Company	Description of Task	Status	$ Amount
Pat Ryans	Community Employment Services survey (data entry, data verification)	Completed July, 95	$ 413.00
Direct Mail Services	Transferring a file from a 9-track tape to a 5 1/4" diskette	Completed July, 95	$ 125.00
Kelly's Fuel Oil	Telephone survey (Energy Use Survey)	Completed June, 95	$24,365.00
Trent Valley Literacy Association	Needs assessment (data entry, data analysis, report)	Completed Apr., 95	$1035.00
The Kelly Group	Supplier Perception Survey (project design, data collection, data analysis, report writing)	Completed Apr., 95	$2269.00
AdCulture Group Inc.	Norfolk Co-operative Customer Opinion Survey (data entry, data verification)	Completed Apr., 95	$2545.00
Johnson & Johnson Medical Products	Development of a customer database	Completed Apr., 95	$3340.00
Peterborough Freight Lines	Customer Perception Survey (data entry)	Completed Mar., 95	$ 258.00

Company	Description of Task	Status	$ Amount
Weetabix of Canada Ltd.	Workforce Climate Survey (questionnaire design, data entry, data verification, data analysis, report)	Completed Feb., 95	$2143.00
St. Joseph's Hospital & Health Centre	1994 Employee Attitude Survey (questionnaire design, data entry, data verification, data analysis)	Completed Nov., 94	$1995.00
Ministry of Natural Resources	Data Collection for the 1994 Parks Survey (data entry, data verification, content analysis	Completed Nov., 94	$8165.00
York Region District Health Council	Research performed in support of the York Region Acute Care Study - Telephone Survey (telephone script design, telephone interviews, data analysis, report)	Completed Sept., 94	$13,894.00
Johnson & Johnson Medical Products	Market data collection for endo-surgery project (data entry, data verification, data analysis)	Completed Sept., 94	$1931.00
Johnson & Johnson Medical Products	Market data collection for interventional systems project data entry, data verification, data analysis)	Completed Sept., 94	$1225.00

Company	Description of Task	Status	$ Amount
Bob Geddes Campaign	Research performed in support of campaign for Progressive Conservative Party nominations - Telephone Survey	Completed Sept., 94	$2680.00
Away Publishing	Readership survey (data entry, data verification, data analysis)	Completed Sept., 94	$1285.00
G.E. Canada	Motors Developmental Feedback Process Survey (scanning, sorting, analysing)	Completed Aug., 94	$ 210.00
The Kelly Group	Corporate Climate Survey (questionnaire design, data entry, data entry, data analysis, report)	Completed Aug., 94	$1500.00
AdCulture Group Inc.	Adculture project (data entry, data verification)	Completed May, 94	$1986.00
The Scoreboard	Readership study (data collection, data entry, data analysis)	Completed May, 94	$1513.00
Cougar Shoes	Research project - Telephone Survey (develop telephone script, data collection, data analysis, report)	Completed Mar., 94	$8838.00

Company	Description of Task	Status	$ Amount
Peterborough Freight Lines	Customer Satisfaction Study (scanning and verification, data analysis)	Completed Mar., 94	$2536.00
Karen Lalumiere	Needs assessment of a Sports Injury Clinic in Victoria County (questionnaire design, data analysis)	Completed Mar., 94	$ 505.00
Administrative Staff Consultative Committee	Administrative Priorities Survey (scanning, verification, data analysis)	Completed Mar., 94	$1165.00
Direct Mail Services	Transfer of data from diskette to 9-track tape	Completed Mar., 94	$ 150.00
Richard Staples	Dissertation Research (consultation, data analysis)	Completed Jan., 94	$2216.00
Camp Kawartha	Customer Satisfaction survey	Completed Nov., 93	$ 975.00
Johnson & Johnson Medical Products	Service & Repair Study - Telephone Survey (telephone script, data analysis)	Completed Nov., 93	$1000.00
Peterborough This Week	Federal Election 93 Opinion Poll - Telephone Survey (telephone script, summary of results)	Completed Nov., 93	$ 925.00

Company	Description of Task	Status	$ Amount
Direct Mail Service	Transfer of data from 5 1/4" diskette to 9-track tape	Completed Aug., 93	$ 50.00
Associated Resource Mgmt.	User Needs Survey - Job Seekers Study (scanning and verification)	Completed July, 93	$ 295.00
G.E. Canada	Peer Evaluation Project (scanning, verification, data analysis)	Completed July, 93	$ 125.00
ACAATO	Develop profile of individuals participating in Post-Secondary Education	Completed July, 93	$23,580.00
G.E. Canada	Motors Developmental Feedback Process Project (scanning, verification, data analysis)	Completed June, 93	$ 270.00
Dr. Colin Taylor Trent University	Ontario Health Survey (data analysis)	Completed Apr., 93	$ 840.00
G.E. Canada	Harassment Survey (scanning, verification, data analysis)	Completed Jan., 93	$2923.00

Total Amount: $141,708.00

INTERNATIONAL EDUCATION 1994-95

Actuals as of December 16, 1994

PROJECT	REVENUES			
	TOTAL REVENUE	COLLEGE OVERHEAD	SCHOOL REVENUE	INT'L EDUC REVENUE
OSAKA SEIKEI	142,625	21,393	48,500	72,732
CHUO COLLEGE Study Abroad Practicum	36,105	4,305	9,750	22,050
CHUO COLLEGE Student/Faculty Exchange	---	---	---	---
POST-SECONDARY International Current fees (tuition & cultural adaptation fee)	128,895	35,059	92,246	1,590
INTENSIVE ESL International 6 students x $7815	94,776	23,580	53,100	18,096
Quebec Current fees 20 students x $844.50/student	21,781	2,189	---	19,592
Operating grant 18 students x 690 hrs/student = 12,420 hrs ÷ 1,080 = 11.5 F.U. x $3550	40,825	11,104	29,721	---
Summer ESL	11,760	1,176	9,000	1,584
NEW BUSINESS DEVELOPMENT Japan, Mexico, other	---	---	---	---
SUB-TOTAL	**476,767**	**98,806**	**242,317**	**135,644**
BELIZE	12,000	---	12,000	---
INDONESIA	80,000	12,000	68,000	---
BANGLADESH	80,000	12,000	68,000	---
SOUTH AFRICA	262,000	16,000	---	246,000
NEW CONTRACT DEVELOPMENT	---	---	---	---
TOTAL	**910,767**	**138,806**	**390,317**	**381,644**

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INTERNATIONAL EDUCATION

95/96

Training Conducted	Clients Served	Type of Delivery	Date Conducted	Trainer(s) Who Delivered	Direct Revenues	Direct Costs	Margin (Contribution)	Comments on Success/ Evaluations
French ESL P/S Audit Cdn Culture	OSWC	- in class - field trips - special events experiential	Aug/95 - Jan/96	ESL Faculty P/S Faculty Int'l Staff Host Families	161,540	74,450	87,090	
Social Services Practicum	CCCS	- in class - agency visits - SS Practicum	Sep/95	See 94/95	10,260	8,640	1,620	Low #'s due to JPN recession & lack of P-T jobs in Japan for students
ESL - Cdn Culture - Homestay	JACEF	- in class - field trips - host family	July/95	ESL faculty Int'l Staff Host Families	8,875	6,960	1,915	Client very satisfied. Hope for repeat business
Social Services Programming Exposure to Cdn Welfare Systems	Mitcuko Ishimine Group	- in class - Agency visits - experiential	Sep/95	Comm. Service Faculty Int'l Staff Host Families	11,700	7,750	3,950	
ESL	IESL (Int'l & Francophone)	- in class - field trips	Sept/95 - Apr/96	ESL Faculty Int'l Staff		?	?	Needs more commitment, better pricing to be viable in marketplace
P/S - Various Programs	Post Secondary	- in class - field trips - labs etc. (as specified by program)	Sept/95 - Apr 96	(Local & non-local) - Cdn College person - S.A. Technikon person - Int'l Staff	69,244	?	?	
See 94/95	South Africa (COTIL)	See 94/95	Apr/95 - Mar/96	See 94/95	291,208	271,295	19,913	Currently re-negotiating extension of project for 4 more years

94/95

Training Conducted	Clients Served	Type of Delivery	Date Conducted	Trainer(s) Who Delivered	Direct Revenues	Direct Costs	Margin (Contribution)	Comments on Success/ Evaluations
ESL French P/S Audit Cdn Culture	OSWCC	- in class - field trips - experimental - special events	Aug/94 - Jan/95	ESL Faculty PS Professors Int'l staff Host Families	142,640	60,000	76,640	highly successful
Social Services Practicum	CCCS	- in class - agency visits - SS Practicums	Sep/Oct	Comm. Services Faculty (Joe Ellis)	30,847	25,881	4,966	
ESL	IESL (Int'l & Francophone)	- in class - field trips	Sep/Apr	ESL Faculty Int'l Staff	104,500	?	?	
P/S - Various Programs	Post-Secondary	- in class - field trips - labs etc. (as specified by program)	Sep - May	P/S Faculty Int'l Staff	128,895	101,666	27,229	
Gov't Sponsored Development Programming	South Africa (COTIL Project)	- in class - workshop (seminar) - in country (SA) & abroad (Canada) - conference	Apr - May	(Local & non local) - Cdn College person - S.A. Technikon person - Int'l Staff	267,510	246,080	20,910	Successful -High 'inkind' requirements

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93/94

Training Conducted	Clients Served	Type of Delivery	Date Conducted	Trainer(s) Who Delivered	Direct Revenues	Direct Costs	Margin (Contribution)	Comments on Success/ Evaluations
ESL French P/S Audit Cdn Culture	OSWC	- in class - field trips - experimental - special events	Aug 93- Jan 94	ESL Faculty PS Professors Int'l Staff Host Families	152,200	66,600	85,600	
Social Services Practicum	CCCS	- in class - agency visits - SS Practicums	Sep/Oct 93	Comm. Services Faculty (Joe Ellis)	30,000	26,430	3,570	
ESL	IESL	- in class - field trips	Sep/93 - Apr/94	ESL Faculty Int'l Staff	89,550	?	?	
P/S - Various Programs	Post Secondary	- in class - field trips -labs etc. (as specified by program)	Sep/93 - Apr/94	P/S Faculty Int'l Staff	156,828	?	?	
Gov't Sponsored Development Programming	SOUTH AFRICA (COTIL)	- in class - workshop (seminar) - in country (SA) & abroad (Canada) - conference -	Apr 1/93 - Mar/94	(Local & non-local) - Cdn College person, - S.A. Technikon person, - Int'l Staff	Figures not available	Figures not available		

YEARLY REVENUE TRENDS

*Revenues shown only to September 30, 1995

Natural Resources

1992/93 (April '92 - March '93) - $160,981.37
1993/94 (April '93 - March '94) - $129,547.60
1994/95 (April '94 - March '95) - $246,816.18
1995/96* (April '95 - March '96) - $ 63,738.36

School of Technology

1992/93 - $208,083
1993/94 - $157,212
1994/95 - $231,898
1995/96* - $ 60,648

School of Business

1993/94 - $108,857
1994/95 - $ 77,510
1995/96* - $134,296

School of Applied Arts & Health

1992/93 - $ 28,500
1993/94 - $ 23,100
1994/95 - $ 43,800
1995/96* - $ 13,042

School of Access

1993/94 - $ 7,560
1994/95 - $24,800
1995/96* - $ 6,300

APPENDIX II

"HOT LIST ITEMS":

- School of Access
- School of Technology & Law
- Lakeshore Campus
- OSDO/TI
- School of Natural Resources
- School of Applied Arts & Health
- Haliburton Campus

School of Access

#	Hot Items (causes with good future potential)	Why do we (Access) feel these are 'hot' items:
1	Assessments - employability skills - workplace literacy - job profiles for company's	
2	'Readability Assessment' - assessing how 'readable' is their marketing and communication materials	
3	Labour Adjustment ie: deal with transition employability career direction	-ie: government contracts

STRUCTURE

- we need to be more business like in our 'culture'

- integrated central team that put forth a single, comprehensive 'face' on contract training
  - team made up of functional
  - delivery is locally co-ordinated
  - central team
    - contact and needs assessment
    - planning and organizing of training
    - evaluation and follow-up
  - decentralized
    - delivery of training
    - preparation

- we should sell more than just training; i.e. services, products. Why not broker training? After we have done assessment.

- Should we even be in contract training? Why compete?
  - why are we creating 'niche' areas if we don't already have them?

- Why don't we develop actual products such as "Workkeys"

Contract Training "HOT" List for Technology & Law

HOT OPPORTUNITY: Autodesk operations we propose would expand into other territories (Georgian, Durham, Loyalist) and be run as satellite operations.

WHY: We are already an authorized ATC and as the delivery specialist for AutoCAD are an award-winning operation. We can set up other areas as satellite operations with the result being a win-win for us and the local College. This also fits in with the possible regional rationalization of Colleges.

HOT OPPORTUNITY: Delivery across North America of Electrical and Mechanical Metrology training in seminar-type operations.

WHY: few other Colleges have the equipment, expertise, and reputation in this field. We are a partner with the National Research Council who endorse our training programs, and also have established the Fleming Metrology Training Institute. We have had inquiries from across North America.

HOT OPPORTUNITY: ISO 9000 and QSM 9000 training and consulting to small and medium-sized business. This would be designed for delivery to groups of up to 10 companies (20 participants) who have immediate need to progress to the registration stage.

WHY: Local companies are being pressured by their customers to register in ISO, but this is a more expensive option that companies cannot often afford. Through a group approach to this requirement, the cost, and results can more effective. In addition, the training and consulting opportunities will continue through the re-registration requirements. From a local company perspective they would wish to deal with a local trainer who is more readily available.

HOT OPPORTUNITY: Specialty Welding Processes training would bring participants from all parts of Ontario to be trained in such processes as High Pressure Vessel Welding.

WHY: Generally, this type of training is not available at Colleges. However, the training and resultant certification is highly valued by employers (such as Consumers Gas) who are finding difficulty in finding trainers in this field. We would offer intensive courses of one to four weeks duration in specialty field such as the above.

HOT OPPORTUNITY: Computer Forensic Imaging for use in Police Departments across Canada.

WHY: No other Colleges (or trainers) are doing this in Canada, and this is viewed by law enforcement agencies as a valuable tool in solving and prosecuting criminal cases. Even large agencies are unable to present this specialized type of training, and we are able to use our equipment and expertise to deliver this inside and outside of our catchment area.

HOT OPPORTUNITY: Hostage Survival seminars that will be marketed to Banks, Armored Guard Companies, Retailers.

WHY: Hostage Taking is now a more prevalent situation in our society, and many types of operations involving the handling and transportation of monies are exposed to a high risk of robbery and/or resultant hostage taking. Typical clients could involve a contract with the main offices of banking institutions, who could make participation in such training mandatory for their employees. Delivery would be through trained accredited trainers across Canada.

HOT OPPORTUNITY: Suicide Prevention, Non-Violent Crisis Intervention. These seminars are typically required by social agencies, Corrections Canada, School Boards, and other groups working with youth.

WHY: Societal pressures and economics have required trained personnel to deal with crisis situations. At the same time, agencies are feeling time pressures that prevent them from addressing the training requirements in this field for their own staff. These seminars would be offered in and outside of our catchment area.

Lakeshore

Future Opportunities

Hot List:

1. Educational Assistant
   - A need for and interest in this program has been identified by both the separate and public school boards in Northumberland. A presentation has been made to the Northumberland Clarington Board of Education and one is being planned for the Peterborough, Victoria, Haliburton and Northumberland Separate School Board. In both cases, the activity was initiated by the boards as a change in legislation may require E.A.'s to have completed the courses to retain their employment. The issue, if we are successful in offering this course on the Lakeshore, will be whether to do the project as a contract or as a funded activity.

2. Refresher Courses for Trades
   - A request from a group of plumbers indicated an interest in updating their trades' certificates.

3. Computer Courses
   - The "Blast" courses have proven to be successful with clients for short introductory programs in new software. We are currently offering these on a variety of days with a variety of instructors. The issue is not community interest but rather the competition from the Northumberland Clarington Board as their courses are offered at a lower cost. We should look at whether we can change the requirements for certificates (# of hours) and the traditional issue of instructor costs at the college when using the stepping process.

4. Assessment Services:
   - H.R.D.C. and W.C.B. have indicated that they go out of town for this service. In the case of W.C.B., the assessment must be completed by a psychologist. It appears that the fee for this service is very high ($750.00?) It may be a service that could be provided by the college at a competitive pricing structure.

5. Labour Partnerships:
   - We are currently involved in a labour/management/college partnership at Budd Plastics. The delivery agent with Sir Sandford Fleming College is the Metro Labour Education Centre (sic) that is located at George Brown College. Very little training has been done on the Lakeshore in partnership with the labour organizations and there seems to be a potential to deliver training in a sector by sector basis. The Metro Labour Education Centre seems to be a large organization and the Canadian Union of Electrical and Telecommunications Workers (sic) is interested in other projects.

6. Literacy Training:
   - Many of the local companies are interested in upgrading the literacy skills of their workers. We have had an invitation to quote on a project for a large manufacturer that would take place over a number of years. They are interested in exploring the EDGE model at G.M. Some of the courses developed by B. Hooper in the Business Leadership

Certificate program were of interest in addition to the Academic Upgrading offerings. In a speech presented by Mr. Colin Campbell, author of "Where the Jobs Are" at M.D.I., this year, he identified the following needs for manufacturing workers within a small sample of facilities. They would require skills that would include: understanding balance sheets and financial statements, use a computer, drive a forklift, participate in collective decision making, conduct interviews with prospective employees and lead a work team. In another, they need training in statistical process, inventory and production control, computers, personal finance and balance sheets. In another, the soft skills, critical thinking, problem solving, team building, personal effectiveness and presentation ability were identified as necessary skills.

7 Allied Health:

There are many components of the Massage Therapy program that are of interest to Health Care Professionals. We have had a number of inquiries as to whether we are willing to offer the course to students other than in the full time post secondary format. There is also interest in information technology and business courses for Health Care Professionals.

8. Job Skills/ "Employability Development Plans"

- I believe that a proposal to respond to the pending workfare/learnfare initiatives by the Provincial Government should be developed and submitted. It appears that future H.R.D.C. funding will be directed towards individuals and the required training and support services that will be required by that individual to find employment. The ability to access that funding for training and services, will be based on the training or service provider's proven success in assisting that client to reach his goals. I have included a paper on a project in Michigan that we could use as a model and believe that Sir Sandford Fleming College should consider using our existing expertise, resources and leadership to create a similar Centre for Workplace Excellence. The Futures, Academic Upgrading, Contract Training and Fleming Data Research areas have the expertise to pilot a similar project in our geographic area.

9. Entrepreneurs:

- Small businesses are continuing to create 95% of the jobs. I would like to explore the potential of working with business organizations to deliver specific programs for small business. The Ontario Chamber of Commerce and the Canadian Banking Association have identified the need for more training. Currently, Ryerson is conducting a market survey in Cobourg to support their school's efforts. Ryerson has been very active in developing the Provincial Sector Strategies for the Retail Sector and last week, the industry leaders said that they would continue their sector strategy (started under Bob Rae's Government) without government assistance. Ryerson may be interested in developing partnerships in the delivery of their programs for the Retail Sector. Many opportunities for contract training were identified in those sector strategies. (I have a couple but I believe about 20 were completed)

10. As the Lakeshore is an area that has a diversified and strong economic base, there will still be the need to respond to individual requests for contracts and our business plan must be flexible enough that we can develop and deliver new programs as required.

Reference Material:

"A Collaborative Model for Community Workforce Excellence"
"Where the Jobs Are" - Colin Campbell
"Towards a Collaborative Project for the Education and Skills Sector of Northumberland County"
"Ontario's Occupational Prospects" (1995-1997)

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OSDO/TIP HOT LIST OF TRAINING OPPORTUNITIES

QUALITY CONTROL/MANAGEMENT

- *TQM Leadership/Management Training*
- *Problem Solving Techniques for Teams*
- *Continuous Improvement Methods*
- *ISO-9000+*
- *World Class Manufacturing Techniques*
- *Quality Audit*

Manufacturers are increasingly required by suppliers, government regulations, etc. to become certified to international quality standards in order to maintain contracts. For many companies without quality control training, they could face lay-offs, downsizing or even shutdown. Most companies are interested in expanding quality beyond their manufacturing processes to their management systems.

COACHING/TEAM BUILDING

- *How to Implement Self-Directed Teams*
- *How to Manage Change Effectively*
- *Diversity Awareness*
- *Interpersonal Skills*
- *Facilitation Skills*
- *True Colours*
- *Team Building*
- *Coaching Techniques*
- *Meeting Management*
- *Work Design*
- *Problem Solving*

Responding to the changing global marketplace and learning new ways to do business is a priority for most companies in the 90s. Flexibility, being able to do more with less and adjusting to new organizational structures are keys to business survival.

SUPERVISORY SKILLS

- *Time Management*
- *Stress Management*
- *Interviewing Skills*
- *Analyzing Performance Needs*
- *Evaluating Training*
- *Managing People*
- *Employee Performance Reviews*
- *Facilitation Skills*
- *Meeting Management*
- *Organization/Systems Training*
- *Written Skills*

As organizations become leaner, there is a pressing need for supervisory staff to learn to manage, supervise, motivate, encourage, stimulate, empower and enable employees to work cooperatively together. Empowered cultures are now more desirable within organizations versus the traditional hierarchial structure.

Non-profit groups have similar needs to the above as well as the following:

- *Suicide Prevention*
- *Stress Management*
- *Essentials of Successful Boards*
- *Survival Skills*
- *True Colours*

BUSINESS/SALES/MARKETING

- *Front Line Sales Training*
- *In-house Sales Training (Train the Trainer)*
- *Professional Selling Skills*
- *How to Expand the Business*
- *How to Run a Cost Effective Business*

Companies must be proactive and aggressive to survive; having fresh sales presentations and long term marketing strategies are essential to this survival.

COMPUTER TRAINING

- *Database Systems*
- *Coreldraw*
- *Desktop Publishing*
- *WordPerfect*
- *Excel*
- *Computerized Payroll/Bookkeeping*
- *Windows*
- *CAD/CAM*
- *AutoCAD*
- *CADKEY*
- *Surfing the Net, etc., etc.*

Many large companies have need to upgrade existing systems. There is a trend to have field staff self-sufficient in producing computerized reports. Construction companies and those involved in estimating activities need to be competitive and cost effective in producing accurate, relative bids on jobs that are few and far between.

TRAIN THE TRAINER

- *Micro Needs Assessment Skills*
- *Course Development/Course Outline Preparation*
- *Training Program Delivery*
- *Training Program Evaluation*
- *Cost Benefit Analysis*

Companies are continuing to implement empowered cultures. Key to the success of empowering employees is to provide training to enable them to have the skills to work cooperatively and problem solve in their jobs. To ensure consistency and ongoing training in these areas, companies are recognizing the need to be self-sufficient in delivering training. In-house expertise in this area will reinforce an empowered culture.

MANUFACTURING TECHNICAL TRAINING

- *Waste Reduction in Food Industry*
- *Forklift Truck Operation*
- *Heavy Equipment Operation*
- *Plastic Extrusion Production/Techniques*
- *Injection Moulding*
- *Shop Maintenance Processes*
- *St. John's Ambulance and First Aid Training*

Most of these were identified as training requests from various clients during the past year.

95/10/31

STRATEGIC TRAINING SOLUTIONS FOR
TRAINING INVESTMENT PROGRAMS

MEMORANDUM

TO: *Eileen Longueville*

FROM: *Merle Davis*

DATE: *October 30, 1995*

SUBJECT: *Hot List Items*

Eileen,

As discussed by you and I on several occasions, the Hot List items include all the courses outlined in the "Strategic Training Solution" binder.

These solutions were designed to introduce clients to the benefits of training and to address immediate training needs. The development of these STSs was market driven; if there was an apparent need for a particular type of training, then an appropriate solution was developed.

I believe there is an opportunity for our College to review the solutions, develop appropriate courses (if not already available) and market the courses through Contract Training, using the fact that these STSs are financially supported through the Ontario Skills Program to help offset some of the cost.

Attached is a copy of the solutions currently supported by TIP, indexed by major category.

Attach.

TABLE OF CONTENTS

A. BUSINESS MANAGEMENT

1. Development
2. Functional

B. HUMAN RESOURCE MANAGEMENT

1. Equity
2. Joint workplace training committees
3. Management/Supervision
4. Train-the-Trainer

C. INDUSTRY SPECIFIC

1. Agriculture
2. Automotive
3. Construction
4. Electrical/Electronics
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7. Plastics
8. Retail
9. Transportation

D. OFFICE AUTOMATION

E. QUALITY MANAGEMENT

1. ISO-9000
2. Other

F. PRODUCTION/SERVICE

1. Computer Automation
2. Control
3. Welding
4. Other

G. OTHER

STRATEGIC TRAINING SOLUTIONS
SUMMARY

No.	Name	Target Group	Key Purpose
099.	Blank		
A1 BUSINESS MANAGEMENT - DEVELOPMENT			
009.	Small Business Management	Small businesses (fewer than 10 employees) demonstrating the desire to expand	To enable participants to make an informed choice of business mgt. techniques.
020.	Strategic Planning	Co.'s who have 5-100 employees and generally have $1 million in sales or more with sales vol. rapidly increasing.	To help workplaces develop a strategic business plan.
024.	Strategic Business/Practice/ Project Management (Ontario Assoc. of Architects)	All persons employed at all levels of architectural practices. See STS #24 for details	To enable architectural firms to enhance the practice & project mgt. skills in order to improve the firm's profitability and competitive environment.
067.	Business Planning	Bus. with 50 or fewer employees.	To provide trainees with skills and knowledge to develop a formal business plan.
094	Succession Planning for Family Businesses	To be released in the future.	
107.	Business Development Strategies	All small business owners/managers and, in some cases, employees.	To improve business practices both on the management side as well as on the human relations side.

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No.	Name	Target Group	Key Purpose
[illegible] MANAGEMENT - FUNCTIONAL			
003.	**Getting Started in Exporting Products or Services (International Marketing and Export)**	**Businesses between 10 and 250 employees who have a proven track record in the home market of at least 1 or more years.**	**To assist participants to make an informed choice about the opportunities/constraints of exporting.**
013.	Techniques in Business and Technical Writing	Individuals who are currently working as technical writers who would like to enhance there skills or people whose employers wish to develop them as technical writers.	To assist participants to develop the skills and knowledge necessary to function as a technical writer within the information services industry.
016.	Customer Service Excellence	All org'n in the public & private sectors including non-profit that would like to improve its customer service.	To enable trainees to develop an in-house capacity to design, implement & evaluate a customer service program.
066.	Principles of Integrated Project Management	Those in the field of project mgt. and at least at the technician/technologist level who have an understanding of scheduling methods.	To provide trainees with info. on the principles of project management and the tools of project control.
095.	Intermediate Procurement Skills	To be released in the future.	
096.	Advanced Procurement Skills	To be released in the future.	
110.	New Home Sales	To be released in the future.	
B) HUMAN RESOURCE MANAGEMENT - EQUITY			
015.	Organizational Needs Analysis (Aboriginal People)	Org'ns willing to identify org'n devel't needs, i.e. New First Nations bus. org'ns, Native bus. owners, Band Mgrs, Supervisors, & Administrators, Native Friendship Centres, Métis locals, etc.	To develop the trainees' skills in org'nl needs analysis that is compatible with its cultural/social traditions and with the larger society's culture which it is interacting with.

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No.	Name	Target Group	Key Purpose
018.	Technical Stream Mobility: Program Coordinator.	Public/Private sector org'ns wanting to promote occupational integration within their organizations using internal staff resources and who meet the criteria in STS #18.	To enable Program Coord'r to implement the program organizationally.
019.	Technical Stream Mobility (Trainees)	Public/Private sector org'ns wanting to promote occupational integration within their organizations using internal staff resources and who meet the criteria in STS #19.	To prepare women to enter targeted TTO jobs in their org'n.
088.	Employment Equity	Management, union officials and employees responsible for equity in the workplace.	To provide an understanding of the legal and social framework for employment equity. To provide practical know how on the implementation of the Employment Equity Legislation in Ontario.
089.	Managing Diversity in the Workplace	Companies who have a diverse workforce, as well as those who deal with other organizations from abroad.	To provide employers with the skills to manage a multicultural workplace. To improve the interaction among persons from different cultural backgrounds.
B2. HUMAN RESOURCE MANAGEMENT: JOINT WORKPLACE TRAINING COMMITTEES			
017.	Needs Analysis (Joint Training Committees).	Existing Joint (labour-mgt.) Training Committees (JTC)	**To enable JTC to conduct a training needs analysis.**
022.	Establishing Labour-Management/ Employer-Employee Training Committees	Any org'n seeking guidance to form a working partnership of equal representation.	**To teach trainees key steps in structuring a joint workplace training committee (JWTC).**
091.	Training Tools for Union Representatives on Training Committees	Union representatives on workplace and sectoral joint labour-management training committees.	**To enable union representatives to participate in a responsible and equal way on joint training committees. See STS for further details.**

No.	Name	Target Group	Key Purpose
[illegible] HUMAN RESOURCE MANAGEMENT - MANAGEMENT/SUPERVISION			
010.	First-Line Supervision	First-line supervisors (supervisors in direct daily contact with production/service personnel)	To increase the capacity of first-line supervisors to achieve corporate goals (productivity/profitability/customer service)
030.	Coaching & Developing People - Canadian Manufacturers Assoc.	People who were recently promoted or are aspiring to be supervisor in the mfg. environment.	To develop trainees knowledge skill in using established communication processes for improving staff performances
031.	Maintaining Effective Teams - Canadian Manufacturers Assoc.	People who were recently promoted or are aspiring to be supervisor in the mfg. environment.	To develop trainees skill & knowledge in building, leading and facilitating teams.
032.	Supervisory Skills For Business and Industry - Canadian Manufacturers' Assoc.	People who were recently promoted or are aspiring to be supervisor in the mfg. environment.	To develop trainees time mgt. skills, customer relations, effective communication, work measurement & gov't legislation skills.
046.	Certified Advanced Technology Manager	Entry-level to middle level managers in technology- based companies.	To increase the knowledge of trainees of skill-based modules in the bus. admin. & mgt. devel't areas.
090.	Identifying Your Skills and Abilities for Career Development	Individuals recently promoted to the role of supervisor in a manufacturing environment, or individuals currently employed in manufacturing who aspire to the role of supervisor.	To develop the supervisors knowledge of his/her skills and abilities acquired through work and life experience and to enhance performance on the job and assist the supervisor in formulating career and educational plans.

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No.	Name	Target Group	Key Purpose
111.	Employee Performance Review	Anyone who has managerial responsibility that includes the evaluation of employee performance.	To increase the skills of supervisors and managers in ▪ objectively evaluating employee performance, and ▪ effectively conducting performance evaluation discussions with employees.
113.	Working Together in Teams	Individuals employed in an organization where a self-managed team is being formed or already exists.	To develop team members' knowledge and skill in building and maintaining an effective self-managed team.
B4. TRAIN THE TRAINER			
100.	Analyzing Performance/Training Needs	To be released in the future.	
101.	Coaching the Application of Training	To be released in the future.	
102.	Designing Training	To be released in the future.	
103.	Evaluating Training	To be released in the future.	
104.	Instructing/Facilitating	To be released in the future.	
C1. INDUSTRY: AGRICULTURE			
004.	Artificial Insemination (Beef and Dairy Cattle)	Beef and dairy cattle farmers/breeders.	To enable trainees to inseminate their own cows successfully.
C2. INDUSTRY: AUTOMOTIVE			
021.	Retail Gasoline and Automotive Repair and Service Owner Operator - Technician	Technician employed within the automotive after-market industry or persons currently operating an automotive repair and service outlet.	Owner/operators & technicians learn the modern standards req'd to maintain a professional & profitable retail automotive repair and service outlet.

No.	Name	Target Group	Key Purpose
023.	Automotive Air Conditioning Diagnosis and Repair	Automotive repair technicians and owner/operators.	To upgrade the level of customer satisfaction, to keep one step of ahead of competitors, to increase profitability etc.
109E.	Customer Service for Automotive Centres	All Automotive Centres demonstrating a desire to improve their professionalism, image perception and customer service to its clientele.	To enhance existing skills of the Service Advisors from an Automotive Centre so customers feel their concerns are being heard and taken care of.
109F.	Service à la clientèle pour les centres de service automobile	Tous les centres de service-automobile qui désirent améliorer leur professionalisme et la conception du public vis-à-vis d'eux ainsi que leur service à la clientèle.	De mettre en valeur les compétences des conseillers à la clientèle des centres de service automobile, de façon à rassurer le public et à lui faire sentir que l'on s'intéresse à lui.
C3. INDUSTRY - CONSTRUCTION			
001.	Site Superintendent, (low-rise residential construction)	Persons employed within the low rise construction field, i.e. potential and current Site Superintendents.	To provide trainees with info. on the standards req'd by the member co.'s of Ontario Home Builders Assoc.
037.	Energy Retrofitting for Contractors	Local construction assoc. and Local home builders assoc. - members and employees. **See STS #37 for more details.**	To meet the demand of retrofitting services by taking advantage of the opportunities.
092E.	Construction Plan Reading - Basics	Local construction associations - members and their employees. Local home builders associations - members and their employees.	Individuals will learn how to read and use constrution drawings.
092F.	Lecture de plan de base en construction	Associations régionales de la construction - les membres et leurs employés. Associations régionales de construction résidentielle - les membres et leurs employés.	Les individus apprendront à lire et à utiliser les plans de construction.

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No.	Name	Target Group	Key Purpose
093A.	Construction Plan Reading - Advanced	Local construction associations - members and their employees. Local home builders associations - members and their employees.	Individuals will learn more about construction drawings and the specifications that form a part of the contractual documents.
093F.	Lecture de plan avancé en construction	Associations régionales de la construction - les membres et leurs employés. Associations régionales de construction résidentielle - les membres et leurs employés.	Les individus approfondiront leurs connaissances des documents contractuels, dans lesquelles on retrouve les plans de construction et les devis techniques.
C4. INDUSTRY - ELECTRICAL			
005.	Commercial/Industrial Lighting Training (Ontario Electrical League)	Electrical contractor, heating & air conditioning contractor, electrician, electrical distributor, electrical manufacturer, electrical utility employee. **See STS for restrictions.**	To enable trainees to advise customers on the selection of lighting products to achieve energy and cost savings while maintaining quality of lighting.
006.	Heating/Cooling Analysis Training Program (Ontario Electrical League)	Electrical contractor, heating & air conditioning contractor, electrician, electrical distributor, electrical manufacturer, electrical utility employee. **See STS for restrictions.**	To enable trainees to perform a computerized heating/cooling analysis for a typical residential building.
007.	Heat Loss/Heat Gain Calculation Program (Ontario Electrical League)	Home builder, electrical contractor, heating & air conditioning contractor, ground source heat pump contractor, electrician, electrical distributor, electrical manufacturer, electrical utility employee. **See STS for restrictions.**	To teach trainees how to perform manual heat loss or heat gain calculations for a typical residential building.
008.	Energy Savings Specialist Accreditation (Ontario Electrical League)	Electrical contractor, heating & air conditioning contractor, electrician, electrical distribuior, electrical manufacturer, electrical utility employee. **See STS for restrictions.**	To enable trainees to recognize opportunities for energy mgt. initiatives and advise customers of available options and their benefits, including energy mgt design and technology and analysis.

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No.	Name	Target Group	Key Purpose
C. INDUSTRY - FORESTRY			
002.	Advanced Forest Herbicides	Aerial and ground applicators, foresters and pesticide regulators.	To instruct applicators in current techniques in planning, implementing and evaluating vegetation mgt. programs as well as improve knowledge of forest herbicides.
050.	Integrated Forest Pest Management	Forest resource mgrs., pest mgt. professionals, pesticide mgt. regulators.	To advance skills & knowledge of forestry professionals in planning, implementing & evaluating integrated forest pest mgt programs (IFPM).
068.	Advanced Forestry	Mid-career professional foresters, technicians and wildlife biologists employed by the forest products industry and forestry/environmental consulting companies.	To upgrade scientific and technical knowledge of forest ecosystems.
080.	Aboriginal Silvicultural Training	First Nation Forestry Officers/Aboriginal Forest Resource Managers	To provide Aboriginal Forest Managers with experience in sustainable forest management.
114.	Electronic Components - Fundamentals of Nomenclature and Specifications	Non-technical audience who have marketing or management experience in the electronic industry who need general knowledge about current electronic component products.	▪ To enable participants to make informed and cost-conscious decisions on component parts ▪ To understand the nomenclature standards used in the electronic industry
C. INDUSTRY - HOSPITALITY			
043.	Ecotourism Training	Stakeholders in the ecotourism growth industry - tourist operators and outfitters, resort owners etc.	To assist trainees in developing a conceptual understanding of ecotourism while developing practical skills to plan & develop ecotourism activities.

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No.	Name	Target Group	Key Purpose
047.	Food and Beverage Server	Entry-level workers, who have limited experience as a food and beverage server.	To enable participants to serve food & beverages in all different types of restaurants, bars, and fast food outlets.
048.	Front Desk/Guest Service Agent	Entry-level workers, who have limited experience as a front desk/guest service agent.	To enable trainees to fulfil the guest service & admin. responsibilities of an agent.
049.	Room Attendant	Entry level workers, who have limited experience as a room attendant.	To enable trainees to fulfil responsibilities as an attendant.
C7 INDUSTRY: PLASTICS			
069.	Plastic Processing Machine Operator/Basic Skills	Entry-level workers within the plastics processing industry, including materials handlers, packers, basic machine operators and quality control staff.	To provide entry-level workers in the plastics processing industry with basic generic skills. **See STS #69 for further details.**
070.	Blow Moulder	Entry-level workers within the plastics processing industry, including materials handlers, packers, basic machine operators and quality control staff.	To prepare persons to operate blow moulding equipment in a safe, effective and efficient manner.
071	Pipe and Profile Extruder Operator	Entry-level workers within the plastics processing industry, including materials handlers, packers, basic machine operators and quality control staff.	To prepare persons to operate pipe and profile extrusion equipment in a safe, effective and efficient manner.
072.	Injection Moulder	Entry-level workers within the plastics processing industry, including materials handlers, packers, basic machine operators and quality control staff.	To prepare persons to operate injection moulding equipment in a safe, effective and efficient manner.
073.	Blown Film Operator	Entry-level workers within the plastics processing industry, including materials handlers, packers, basic machine operators and quality control staff.	To prepare persons to operate blown film extruder equipment in a safe, effective and efficient manner.

No.	Name	Target Group	Key Purpose
[illegible] INDUSTRY - RETAIL			
074.	Operational Management for the Retail/Service Industries	Service and Retail Establishments	To provide retail and service industry owners and their staff with basic retail and management training.
C. INDUSTRY - TRANSPORTATION			
012.	Trucking Industry (Owner Operator Business Skills Program)	Individual owner/operators or participation partners/spouses who are currently considering entering the trucking industry.	To provide the participants with an awareness of the general business skills they require to be competitive in the trucking industry.
D. OFFICE AUTOMATION			
051.	Disk Operating System (DOS)	Persons employed in org'ns that use micro-computers.	To train participants on fundamentals of DOS on the micro-computer.
052.	Word Processing Level 1	Workers moving from typewriters to micros, and people whose job requires operation of a micro computer to produce memos, ltrs, reports, etc.	To teach trainees the fundamentals of word processing.
053.	Word Processing Level 2	Workers wanting to upgrade their skill using micros, and people whose job requires operation of a micro computer to produce memos, ltrs, reports, etc.	To teach trainees more advanced procedures in word processing, i.e. merge, sort, macros, etc.
054.	Spreadsheet Level 1	Org'ns that use micros to perform calculations and/or produce bus. graphs.	To teach trainees the fundamentals of spreadsheets.
055.	Spreadsheet Level 2	Workers with a basic knowledge of micros, and whose job involves complex calculations and administering a data base.	To teach trainees more advanced procedures on spreadsheets, i.e. lookup tables, financial functions, data tables, etc.
075.	Computerized Accounting	Persons employed in organizations who are automating their accounting operation	To provide training in computerized accounting to allow the participant to move from a manual to an automated system.

No.	Name	Target Group	Key Purpose
076.	Certified NetWare Administrator (CNA)	Specifically for those individuals who provide support for the day-to-day administration of the network for organizations which use Novell networking products.	To provide trainees with Novell authorized education to enable them to administer and supervise the day-to-day operations of a Novell Local Area Network (LAN).
077.	Certified NetWare Engineer (CNE)	Targeted at technical support providers for organizations which use Novell networking products. The technical support providers are required to have in-depth knowledge of the hardware and software.	To provide trainees with Novell authorized education to enable them to install, configure, troubleshoot, and maintain a Novell Local Area Network (LAN).
078.	Desktop Publishing Level 1	Persons employed in organizations that use micro-computers to prepare brochures, flyers, advertisements, newsletters, annual reports, or any task that involves the used of desktop publishing software.	To train participants on the fundamentals of Desktop Publishing which involves understanding page layout concepts, typography,working with graphics, importing and formatting text and creating styles.
079.	Desktop Publishing Level 2	Persons employed in organizations that use micro-computers to prepare brochures, flyers, advertisements, newsletters, annual reports, or any task that involves the used of desktop publishing software.	To train participants in the more advance features of desktop publishing. **See STS79 for details.**
081.	Presentation Manager Software Level 1	To be released in future	
097.	Multimedia Development Training using Authoring Software	Computer users who wish to learn to design multimedia applications including but not limited to training, CD ROM titles, simulations, marketing/promotion, book/magazine design or education.	To train on the fundamentals and intricacies of using authoring software to create interactive applications.
098E.	Internet - Interconnectivity in the Business Word	A business willing to use the Internet to save money, to increase its visibility, its competitiveness or its efficiency.	To teach the participants how to take advantage of the Internet in a business environment.

No.	Name	Target Group	Key Purpose
098F.	Internet - interconnectivité dans le monde des affaires	Une entreprise voulant utiliser l'Internet par économie ou pour accroître sa visibilité, sa compétitivité ou son efficacité.	Rendre les participants capable de tirer avantage de l'Internet dans un milieu d'affaires.
105E.	Selecting Computer Networks	A business contemplating the purchase of a local area network or beginning the implementation of such a network.	To teach the participants to make wise decisions in the purchase and implementation of a computer network.
105F.	Sélectionner des réseaux informatiques	Une entreprise qui explore l'achat d'un réseau informatique ou qui est en train de le mettre sur pied.	Rendre les participants capable de faire des choix éclairés en matière d'implantation de réseaux informatiques.
108.	Windows	Persons employed in organizations which use microcomputers, including employees upgrading skills or inexperienced computer users.	To provide training to participants wishing to work with microcomputers in a multitasking environment.
E1 QUALITY MANAGEMENT - ISO 9000			
035.	ISO 9000 Introduction	Owners, CEOs and senior executives and labour reps.	To provide org'n with a comprehensive overview of the ISO International Standards for Quality Mgt.
082.	ISO 9000 Implementation	Members of the team/working group that will be responsible for the design, implementation and monitoring of a Quality System to ISO 9000 standards	To enable participants to acquire skills and knowledge so they can manage the ISO 9000 implementation process.
083.	ISO 9000 Quality Analysis	Members of the team/working group that will be responsible for the design, implementation and monitoring of a Quality System to an ISO 9000 standard	To enable participants to acquire skills and knowledge necessary to conduct a quality analysis.
084.	ISO 9000 Writing a Quality Manual	Members of the team/working group that will be responsible for the design, implementation and monitoring of a Quality System to ISO 9000 standards	To enable participants to write a Quality Manual.

No.	Name	Target Group	Key Purpose
085.	ISO 9000 Internal Audit	Members of the team/working group that will be responsible for internal audits of a Quality System to ISO 9000 standards	To enable participants to acquire skills and knowledge so that they can conduct internal audits of the Quality Systems, as required by ISO 9001, s. 4.17, 9002, s. 4.17, 9003, s. 4.17.
086.	ISO 9000 Registration	Members of the team/working group that will be responsible for internal audits of a Quality System to ISO 9000 standards	To enable participants to acquire skills and knowledge so that they can prepare for the formal Registration Process. Specifically, the successful completion of the training will enable participants to: select a Registrar, prepare for the external audit the Registrar will conduct.
E2. QUALITY MANAGEMENT - OTHER			
011.	Boeing Supplier Statistical Process Control Training	Senior executive of the supplier, technicians, technologists, and other technical staff who supply parts to Boeing.	To allow Ontario suppliers Certification of Quality to Boeing's standards.
029.	Quality Assurance for Mining Suppliers/ Contractors	Suppliers/contractors of specific products and services to the mining industry	To ensure trainees demonstrate an understanding of what a Quality Assurance program is and begin to implement one.
034	An Introduction to Total Quality Management for the Ontario Electrical Industry	Specifier, Home builder, electrical contractor, heating & air conditioning contractor, ground source heat pump contractor, electrician, electrical distributor, electrical manufacturer, electrical utility employee. **See STS for restrictions.**	To enable trainees to identify critical areas for improvement within their workplace and propose and institute changes that will improve the co. productivity.

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No.	Name	Target Group	Key Purpose
F1: PRODUCTION/SERVICE - COMPUTER/AUTOMATION			
014.	Computer-Aided Design	Firms who are interested in maximizing the use of their CAD technology as well as architectural, construction, civil/electrical/ mechanical & related engineering design firms that currently produce drawings by hand.	To provide trainees with an overall introduction to 2-dimension CAD.
025.	Fuzzy Logic Technology for Industrial Applications	People in the Automation, Instrumentation & Analysis, Design/Judgement, Computer and Information Processing Fields.	To provide practical skills to assess and implement FUZZY LOGIC technology in products or production processes.
026.	Personal Computer Automation Programming	Wide range of Mfg. org'ns.	To assist workplaces to train technical employees to fulfil various roles in the control of automated processes.
065.	Piping System Design Software (CADPIPE)	Technicians/technologists with a knowledge of piping components and systems.	Participants will become familiar with P &ID Orthographic and Isometric drawings using CADPIPE Release 2.3
106.	Object-oriented Analysis and Design	Programmers, Software Developers, Software Designers, Project Managers and Program Managers.	To provide practical skills to assess and implement Object-Oriented technology in software development of products or production processes.
F2: PRODUCTION/SERVICE - CONTROL			
038.	Control Technology - Pneumatics	Millwrights, electricians, mechanics, machinists, technicians, technologists, engineers.	To eliminate high cost associated with inflexible relay-controlled systems.
039.	Control Technology - Hydraulics	Millwrights, electricians, mechanics, machinists, technicians, technologists, engineers.	To eliminate high cost associated with inflexible relay-controlled systems.
040.	Control Technology - Programmable Logic Controllers (PLC)	Maintenance electricians, plant maintenance, engineers, technicians, millwrights, supervisors.	To eliminate high cost associated with inflexible relay-controlled systems.

No.	Name	Target Group	Key Purpose
041.	Control Technology - Integrated Industrial Controls	Maintenance electricians, plant maintenance, engineers, technicians, technologists, supervisors.	To eliminate high cost associated with inflexible relay-controlled systems.
042.	Control Technology - Microprocessor Applications	Electricians, intermediate plant mgt., millwrights, engineers, technicians, technologists, supervisors, mechanics.	To understand the structure and operations of the microprocessors.
044.	Process Instrumentation Training (Module 1)	Existing technical and trades staff from process co.'s factories and mills.	To upgrade the trainees in Basic Instrument Measurement.
045.	Process Instrumentation Training (Module 2)	Existing technical and trades staff from process co.'s factories and mills.	To upgrade the trainees in feedback control, controller modes, control loop dynamics and control systems tuning.
F3: PRODUCTION/SERVICE - WELDING			
058.	Mathematics Related to Welding	All org'ns from all economic sectors especially where there are maintenance and mfg functions.	To increase trainees skills in mathematics.
059.	Mig Welding	All org'ns from all economic sectors especially where there are maintenance and mfg functions.	To enable trainees to recognize the working principles & the safe applications of gas metal arc welding.
060.	Tig Welding	All org'ns from all economic sectors especially where there are maintenance and mfg functions.	To teach trainees the safety precautions necessary for gas tungsten arc welding, the characteristics of the process and the function of power sources and controls.
061.	Basic Welding Practices (SMAW)	Various Mfg industries: i.e. automotive, construction, steel fabrication etc. but are not limited to only these.'	To provide journeypersons with limited or no previous welding exp. the opportunity to acquire the fundamental knowledge of welding.

No.	Name	Target Group	Key Purpose
062.	Oxy-Acetylene Welding	Various Mfg industries: i.e. automotive, construction, steel fabrication etc. but are not limited to only these. People with limited or no welding experience.	To provide trainees with welding exp. and fundamental knowledge of oxy-acetylene welding processes.
063.	Shielded Metal Arc Welding (Advanced - Plate)	Various Mfg industries: i.e. automotive, construction, steel fabrication etc. but are not limited to only these.'	To update trainees' knowledge and skills in shielded metal arc welding processes to enhance their skills and employability.
064.	Pressure Vessel Design Using Compress	Technicians/technologists who have knowledge of piping vessel components and terminology and in some cases have experience in calculations.	To train participants in the use of application of COMPRESS software package as produced by CODEWARE.
F4. PRODUCTION/SERVICE - OTHER			
027.	Material Handler - Fork Lift Training	All employees who operate fork trucks.	To assist trainee to become a skilled professional operator. Every individual will profit from this course, gaining new insight.
028	Fiber Optics for the Electronic Technician	Employed electronic technicians or people in field utilizing fiber optic technology.	To enable tradespersons to install and repair fiber optic cables.
033.	Continuous Improvement Processes- Canadian Manufacturers Assoc.	People who were recently promoted or are aspiring to be supervisor in the mfg. environment.	To develop trainees knowledge of the concepts, terms and methods used by today's industry to pursue continuous improvement.
036.	Training for Contaminated Site Activities ("HAZMAT")	Operating Engineers, journeypersons working in the removal of hazardous wastes from contaminated sites.	To enable trainees to plan, organize and implement contaminated site clean-up operation.
056.	Advanced Blueprint Reading	All org'ns from all economic sectors especially where there are maintenance and mfg functions.	To teach trainees advanced blueprint reading.

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No.	Name	Target Group	Key Purpose
057.	Basic Blueprint Reading	All org'ns from all economic sectors especially where there are maintenance and mfg functions.	To introduce trainees to blueprint reading.
087.	Lead Based Paint Abatement	For workers employed in the painting industry who may be exposed to lead during abrasive blasting, sanding or maintenance repainting of buildings and structures.	To train in the fundamentals of lead-based paint abatement, including hazard communications, specialized work practices and protective equipment.
112.	Maintenance Planning and Development	Maintenance Supervisors, Maintenance Planners, Maintenance Material Managers, Maintenance Engineers in manufacturing plants, mining, forestry, hotels, hospitals, colleges and universities.	To provide maintenance personnel with the necessary skills to do the planning to run a proactive maintenance program suited to Just-in-Time and conforming to Continuous Improvement.

School of Natural Resources

FUTURE OPPORTUNITIES

New Idea	How It Was Discovered
Natural Resource Training for First Nations	Needs Assessment completed May 1995 (see attached)
AutoCad - GIS Training	Potential for MNR staff. Through discussions with Dick, Bruce Petit. Frost will be licensed as an Autodesk satellite.
Pesticides Training	Government has changed legislation and licensing
Use of Outdoor Education Centre (possible contract basis)	FCAC
Provide services that MNR will no longer be able to provide	FCAC, as well as Advisory Committee Day, Phil Mayville
Develop new programs (i.e. Greenhouse and Nursery worker)	
Gardener Certificate	FCAC
Spin-off services for a fee (i.e. water well drillers could drill well for a person and charge for the service)	FCAC
Christmas Tree Farm on the Smith Property	FCAC
Workfare	
Victoria County Board/College/Lions Club	Government grant
GIS - High School Teachers	Inquiries, faculty
Computer Training (Internet)	Needs Assessment
WHMIS etc.	Inquiries

CONTRACT SERVICES

SCHOOL OF APPLIED ARTS & HEALTH

FUTURE POSSIBILITIES

. The Sociocultural Context
and Implications for ....

. Health Care Sector
Needs Assessment
February, 1995

. Summary Chart

by

R. McPhail

October 31, 1995

Sociocultural Context & Influencing Factors ...

Contextual Factors	Trends/Megatrends	Implications for Adult Learning/Contract Services
Changing Demographics	Adults outnumber youth/children Shift from youth oriented to adult-oriented society rising level of education (generally) characteristic of our population) Growing cultural and ethnic diversity (increase immigration)	Society values "lifelong" learning Continued focus on adult training and education Increased number of adults 25 years to beyond 65 years, studying as repeat clients - lifestyle and wellness - programming for volunteers * P.T. and alternative delivery rather than contract services
Economics/Economic Structure	"the global economy" (competitive in world market)	International contract opportunities Increase in Health & Community Service programming, Language Studies for business & industry, Cultural Studies for business & industry * Contract and P.T. opportunities
	A shift from society employed in producing goods to one employed in providing service	

Contextual Factors	Trends/Megatrends	Implications for Adult Learning/Contract Services
	Downsizing and loss of jobs in industrial area; health care sector and community service sector due to reduced transfer payments	Increase in communications and job search strategies; dealing with change; conflict resolution; problem solving and decision making * Part time opportunities; little contract potential in Health Sector or Community Service Sector
	Changes in labour force Increase in jobs in service area; jobs in information and technology; women, minorities and elderly in lower paid service jobs; women "re-entry to workforce" Early retirement and multiple changes in career/volunteer work	Job Search/Career Counselling Communications Language training Programming for volunteers * Part-time opportunities rather than contract services

Contextual Factors	Trends/Megatrends	Implications for Adult Learning/Contract Services
Technology (ies)	Technology driven information society "Information explosion" Continued need for professionals to update in Health Care Sector and Community Service Sector and legislative changes	Legislative updates Knowledge and skills to meet new legislation . Home Support I, II, III . HCA . RPN & RN . Long term care . Social Services & Community Service Workers Professional updating in Health/Community sectors. Note: Contract training opportunities in long term care facilities, hospitals & community services are beginning to network to provide own training & education because of cost. These groups are interested in "partnership" with college, but have made it clear that they cannot afford "contract prices"; therefore, will purchase seats in part-time studies courses/programs. Interest in workshops and conferences; alternate deliveries.

HEALTH CARE SECTOR NEEDS ASSESSMENT

Prepared by:
Fleming Data Research &
Sherry Sutton, Administrator, Contract Training,
Sir Sandford Fleming College

February 1995

Haliburton, Kawartha & Pine-Ridge
DISTRICT HEALTH COUNCIL

FLEMING
SIR SANDFORD FLEMING COLLEGE

FUTURE TRAINING

A valuable profile of future training topics has been identified by the survey.

Each agency type has identified the specific training they require to meet the changes in technology, customer service, reforms, restructuring, clinical skills and career development. Listed below, by agency type, are the top training needs from the survey results.

Long Term Care Facility

- occupational health and safety (51%)
- program evaluation (59%)
- problem solving and decision making (75%)
- enhancing communication skills (77%)
- aggressive behaviour (88%)
- dealing with difficult clients (65%)

Home Nursing Facility

- legislation updates (100%)
- assessment skills (100%)
- CPR (100%)

Educational Institution

- computers and other office equipment (100%)
- setting goals and objectives (60%)
- problem solving and decision making (100%)
- interviewing skills (80%)
- teaching skills (60%)
- conflict resolution (100%)

Hospital

- orientation for new employees (75%)
- legislation updates (75%)
- team building and group dynamics (75%)
- customer service (75%)
- aggressive behaviour (75%)
- dealing with change (75%)

Community Agency

- new skills for existing employees (70%)
- program evaluation (74%)
- problem solving and decision making (74%)
- enhancing communication skills (65%)
- community ethics (48%)
- dealing with difficult clients (61%)

Other Agencies

- occupational health and safety (44%)
- fundraising (78%)
- problem solving and decision making (78%)
- enhancing communication skills (78%)
- assessment skills (56%)
- dealing with difficult clients (78%)

SUMMARY CHART

The following training and education opportunities are supported by the historical activity data, sociocultural trends/megatrends and the Health Care Sector needs assessment:

Training/ Programming	Contract(s)	Part-time Studies	International
Health Related			
Home Support I, II, III	Contracts for minority groups	Continued growth	
Health Care Aide (culturally sensitive programming)	Aboriginal groups		
Occupational Health & Safety	Industry e.g. industrial safety		
Assessment(s): Emergency Care/CPR	Business & industry e.g. police/fire dept.	Continued part time growth	
Legislative updates in Health Care/Long Term Care/Community Health Care	Long term care facilities Home nursing facilities		
Health care related knowledge and skills Update front line workers (individual skills)	Hospitals Long term care facilities Home Nursing facilities	Long term care facilities Home nursing facilities Hospitals Workshops/ conferences & short courses. Purchase of seats in part time studies. More inclusive programming	
Professional in field; managers & trainers			

Training/ Programming	Contract	Part-Time	International
Community focused nursing & specialty areas e.g. obstetrics, psychiatry, trauma & emergency care, OR, gerontology		Continued growth & development of part time studies	Increased involvement with "global" partners to be pursued.
Community Service Related Lifestyle & wellness . stress reduction . dealing with change . conflict resolution . problem solving & decision making	Industry (those in transition)	For health sector & community service sector: Increased part-time offerings; alternate delivery Focus: Aged group & those in transition	

Training/ Programming	Contract	Part-Time	International
Programming for Volunteers .fundraising .understanding change .role of boards, committees & task forces .orientation & recruitment .volunteer management .motivation & recognition		Part time studies; short courses; workshops; conferences	
Community & Social Service programming Canadian perspective			Expanded international involvement
Legislative changes with update in knowledge & skills "grassroots" & management		Part time opportunities, workshops, conferences and short courses	
Job search and related communication skills		Increased part time opportunities, Workshop approach. (Focus: older adult, women & minorities)	
Enhanced Communication Skills .Interviewing Skills .Proposal Writing	.Long term care facilities .Educational institutions .Community agencies .Other		

Training/ Programming	Contract	Part-Time	International
Language Studies (all levels) i.e. ESL LMLT IESL	Some industry opportunities	Growth opportunities Part time, particularly if government "bows out"	Opportunity for growth internationally

Haliburton

TRAINING CONDUCTED	CLIENTS SERVED	TYPE OF DELIVERY	DATE CONDUCTED	TRAINER(S) WHO DELIVERED	DIRECT REVENUES	DIRECT COSTS	MARGIN CONTRIBUTION	COMMENTS ON SUCCESS/ EVALUATIONS
Auto CAAD LT	Board of Education Employees	Off	12/94	S.S.F.C. Faculty	$4,300.00	$3,080.00	$1,220.00	Possible Future Training
Computer Training	Staff - Leadership Camp	On Campus	07-08-09/ 1995	S.S.F.C. Faculty	$6,240.00	$4,165.00	$2,075.00	N/A
Nursking Skills Update	Senior Citizen Home Staff	Off	04/95	S.S.F.C. Faculty	$550.00	$365.00	$185.00	Possible Future Traininhg
St. John Ambulance - First Aid	College Students	Off	08/95	Immediate Response	$1,028.00	$600.00	$428.00	Possible Future Training

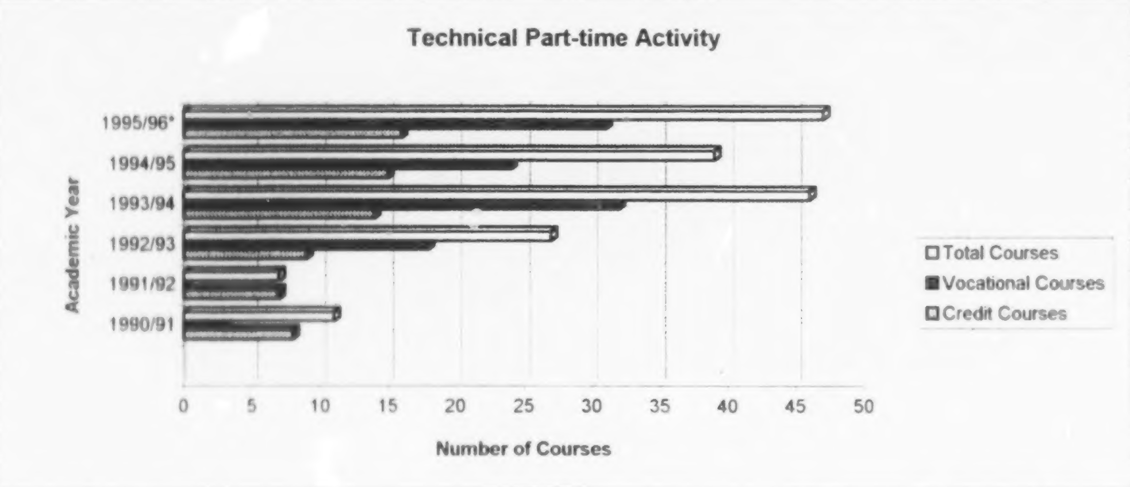
APPENDIX III

- Miscellaneous research/back-up information:
    - History of course activity once Part-time studies and Contract Services were combined in 1992/93 by School of Technology & Law
    - Information for Trend Analysis
    - Labour Force numbers by industry (Peterborough region)
    - Major employers, private sector (Peterborough region)
    - Computer spending 1981-94 (Statistics Canada)
    - Student Recommendations for Training Services (Bill Hooper's Organizational Theory class)
    - CNRTC Competitive Analysis
    - CNRTC Brochure

- Examples of Partnerships between Fleming and various professional associations

PART - TIME STUDIES ACTIVITY BY COURSES

	1990/91	1991/92	1992/93	1993/94	1994/95	1995/96*
Credit Courses	8	7	9	14	15	16
Vocational Courses	3	0	18	32	24	31
Total Courses	11	7	27	46	39	47



NOTES: 1. * Figures for 1995/96 reflect an extrapolation of projected activity Winter/Spring based on historical data and new ACAD initiatives.

2. 1992/93 period was start of combined P-T Studies and Contract Training Activity.

INFORMATION FOR TREND ANALYSIS

TECHNOLOGICAL TRENDS

Recognizing that, throughout history, technological innovation has led to major economic, social, cultural and political change. Introduction of computer and telecommunications technologies has transformed the world...the Industrial Age to the Information Age ... a global economy ...

...and the old rules do not apply

* As individuals access knowledge, increasingly they demand individual freedoms - in the marketplace, in politics and by way of choice

* The basic unit of the economy is changing from items produced, to information/services traded

ECONOMIC TRENDS

1) Skills required for jobs of the information age:

$ Communication skills
$ Interpersonal skills
$ Problem solving and critical thinking
$ Lateral thinking
$ Creative thinking
$ Being able to use the technology
$ Cultural awareness
$ Versatility
$ Understanding the "Big Picture" (including organizational goals and world issues)
$ Capability to function in self-directed work teams
$ Worker empowerment - a new way of managing
$ Skills in Continuous Quality Improvement
$ Work Design -- Process Management

* increasing unemployment for the unskilled worker is our major social challenge... training and retraining needs increasing

2) A global economy means increasing opportunities, but also increasing competition and the need for enhanced productivity and innovation

... average world tariffs have declined from 35% in 1948 to 5% in 1992...

3) Increasing entrepreneurship... the rise of small business

... over two-thirds of new job creation through 70's to mid-80's... and almost all net job growth in the last decade...

DEMOGRAPHIC TRENDS

1) An aging population as the baby-boomers get older and life spans lengthen

	1961	1986	1991
Canadian Lifespans:			
Women	74	80	82
Men	68	73	74
Median Age	26.3	31.6	33.1
% over 65	7.6	10.7	11.6 (3.2 million)
% 0 to age 19	41.8	28.9	27.7

- 1990 birthrate has edged up to 1.9 as a result of the baby-boomers having children (the mini-boomers)
- median age in Canada has gone from 26.3 in 1961 to 31.6 in 1986

2) Smaller family sizes/less traditional families/the rise of single parent households

- Average family size in Canada has dropped from 4 family members in 1961 to 3.1 family members in 1991

	1961	1981	1991
Two-parent families	93%	89%	87%
Single-parent "	7%	11.3%	13%

* 80% of all single-parent families are headed by women, and are the largest group of families under the poverty line

3) More women working, starting businesses and rising to leadership positions

* Dual income families require CONVENIENCE

SOCIAL AND CULTURAL TRENDS

1) THE ENTRENCHMENT OF CONSUMERISM

... consumers demand that their needs are met and organizations and companies struggle to meet them... brand loyalty shifts as price increases in importance... added value and differentiation is essential...

* Customer service is recognized as a key to success!

2) THE ENVIRONMENT/ RECYCLING

... touching all workplaces, households and careers...
... return to nature, ecotourism, gardening...

3) INCREASING DEMAND FOR EQUITY AMONGST ALL MEMBERS OF SOCIETY

... in terms of opportunities...access... treatment...

4) ACTIVE AND MORE HEALTHY LIFESTYLES

... food, exercise, sports, walking, self-help, holistic views...

5) THE NEED TO REDUCE STRESS

...cocooning...small pleasures, time savings to create free/quality time... religious and spiritual outlets on the rise as we approach the year 2000...

6) THE RETURN TO FAMILY VALUES

... dropping out in the 90's... the focus on children
... purchases to improve the quality of life...traditionalism

7) AN EMERGING TREND: CARING CAPITALISM

... a new way of thinking as reflected by companies, not just government, taking responsibility for social problems
-Ben & Jerry's, The Body Shop, Patagonia, etc...

.... the consumer of the future increasingly will choose products based on the ethics of the company which produces them...

8) INCREASING NEED/DEMAND FOR LIFETIME LEARNING

* In the future, we'll all BE LEARNING A LIVING!

COUNTY OF PETERBOROUGH - LABOUR FORCE BY INDUSTRY		
	1986	% DIST
Primary	2195	4.2
Manufacturing	10835	20.7
Construction	3350	6.4
Transportation, Utilities, Communic.	3125	6.0
Trade	9890	18.9
Finance, Insurance, Real Estate	2265	4.3
Government	2325	4.5
Services	17440	33.4
Not Elsewhere Classified	815	1.6

COUNTY OF PETERBOROUGH - LABOUR FORCE BY OCCUPATION		
	1986	% DIST
Managerial & Administrative	2330	5.07
Teaching & Related	2144	4.66
Medicine & Health	2416	5.26
Technical, Social & Religious	3252	7.07
Clerical	8276	18.00
Sales	5610	12.20
Service	6447	14.03
Farming	2323	5.05
Other Primary	194	0.42
Processing	1210	2.63
Machining	7119	15.49
Construction	3062	6.66
Transportation	1555	3.38
Other Occupations	3414	7.43

COUNTY OF PETERBOROUGH - MAJOR EMPLOYERS (JANUARY 1992)

A. PRIVATE SECTOR		
GE Canada	1,700	CIBC - Tor
Quaker Oats	623	CIBC - Tor
Pebra Inc.	473	CIBC - Tor
Johnson and Johnson Medical Products	270	BNS
Sears Ltd.	300	BofM - Tor
Fisher Gauge Ltd.	270	BofM
Milltronics	199	BofM
Outboard Marine Corp.	182	T.D. - Tor
Cooperators	162	Co-Op- Sask
Unimin Canada	151	N/K
Strano Food Service	148	Royal
Peterborough Examiner	146	T.D.
Kendall Canada	135	Royal - Tor
Peterborough Paper Converters	126	BofM
3M Canada Inc.	110	N/K
Canadian Tire	107	BofM
Purity Packaging	102	N/K
B. PUBLIC SECTOR		
Peterborough County Board of Education	2,200	CIBC
Trent University	1,175	CIBC
Peterborough Civic Hospital	1,332	BofM
Sir Sandford Fleming College	947	BNS
City of Peterborough	892	Royal
St. Joseph's Hospital	840	BofM

Prepared by LMI Unit, Canada Employment Centre, Peterborough

Due to copyright limitations, the following page has been removed:
Page contained the article entitled, “The nineties: vans VCRs but no smokes”

TRAINING SERVICES

Student Recommendations - November 6, 1995

Appoint a coordinator to act as a contact person with clients and as a liaison with all schools. This person must have a knowledge of all areas in the College.

Centralize the various functions by choosing a common leader.

Eliminate competition among the specialty areas by working as a team with one common goal & one "profit pot".

Use a matrix structure to "combine" specialty areas (the goal is to offer joint services).

One contact person (with clients).

Training services needs to work as a team.

Centralize control at the VP Academic level with one person directly in charge.

Restructure to a matrix system to address the various multi-need training requirements.

Focus on superordinate goals to eliminate competition among subunits.

Incorporate training revenue generator into job description to be measured for performance - give incentives, rewards, recognition

Marketing push from the College for this new business.

Unit reports to one director who coordinates activities.

Decisions should be by consensus.

Need formality (policies and procedures) to achieve common goals but do not want to cramp creativity.

Even though it should be all one department have areas of specialization within that department.

Training Services will need team training to eliminate the competitive edge and to achieve cooperation and team playing.

Combine programs, combine resources, share income

Use a team structure

Canadian Natural Resources Training Centre - Opportunities of the Future

Services, Training & Benefits

	Group A	Group B	Group C	Group D
Groups of services and training.	Explosive Safety Training Level II Quarry Blasting	GIS Training	Mobile Hydraulics	Electronic Diesel Engine Systems (i.e. P.E.E.C. D.D.E.C., CELECT etc.)
Benefits to clients provided by CNRTC	- facilities - faculty expertise & knowledge - one stop shopping (meals/residence) - facilities - course content - access to Quarry site	- relatively cheap food/accommodation especially when residence can be used) - reasonably high quality faculty - faculty/trainers who are familiar with teaching - our computing hardware and GIS software facilities are pretty good - our faculty have experience with several GIS packages	- assorted mobile equip and components to test and to observe - location - airport	

Competitive Analysis

Group A **Compare both strengths and weaknesses of each competitor to CNRTC capabilities. List the names of competitors under each column.**

Competitor A Good Roads	**Competitor B** I.C.I. Explosives
- course geared to road builders	- course comes from product specific point of view
- do not cover Quarry blasting	- expertise from explosives manufacturers
	- research facilities
- do not have a central place to work from	- doesn't do a lot of training any more
- know only by road builders	- must rent hotel space for courses
- been told course is not very interesting	

Group B

Compare both strengths and weaknesses of each competitor to CNRTC capabilities. List the names of competitors under each column.

Competitor A	**Competitor B**	**Competitor C**	**Competitor D**
Mohawk College & McMaster University combined GIS program	Various GIS Vendors	Individuals/Small GIS Consulting Firms (e.g. Geomatics)	GIS related Associates (e.g. URISA, MIJA, AM/FM, etc)
- not much knowledge about them	- we try not to compete with GIS vendors who have provided the College with cut-rate GIS software - we could be doing a lot more to partner with them (ESRI/Arcforest Training Centre Concept)	- these folks do in-house training at the user's site - they often tie their training into larger and ongoing consulting projects and activities - should look into partnering with these folks to provide educational component - their trainers are often more up-to-date with GIS stuff than we are	- often run generic GIS short courses (1-3 days) associated with annual meetings and conferences - we could probably be part of these activities if we wanted (would be great for our exposure, probably wouldn't make much money on each event)

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Group C **Compare both strengths and weaknesses of each competitor to CNRTC capabilities.**

Competitor A Local Dealers	**Competitor B** College/School	**Competitor C** Independent training corp	**Competitor D** Service Schools
strengths - most current equip /info - factory trainer used **weakness** -locations - facilities for accommodations - for employees only	-Sudbury/Toronto - needed for our catchment area - campus/cost/atmosphere for students coming from a distance	- consultant hired to train low cost - mass theory with little practical work - conference room style learning	- expensive ($300-600 week not including meals etc) -major cities only

What competitive advantages do we have or that we could create, that we'd like to promote to our clients?

Group A

We have more drilling equipment than competitors. We have a new drilling and blasting building that we could use for longer courses. We have a good name in the Quarry industry. We could offer a Quarry Technician course, made up of blasting, geology, heavy equipment and aggregate testing.

Group B

Advantages

Faculty with a broad range of GIS experience. (GIS vendors, consultants tend o focus on one GIS software package). Our computing hardware and GIS software resources are good. We have our library and Internet connections. Relatively cheap accommodation.

Disadvantages

Somewhat distant from the Metro Market. Our faculty are already stressed out and overworked and only have enough "extra" time to do one or two week of short courses per year.

Due to regular classes we can only be in business for a couple of months per year. Our environment (heat/air-conditioning classrooms) is not very pleasant. We don't move offsite very well.

Do you see any potential new partnerships?

Group A

Lafarge Cement Company may be interested in a training partnerships or the Ontario Aggregate Association could be approached about working together (Brian Gerry has contracts).

WHAT SOME OF OUR PAST PARTICIPANTS ARE SAYING

"Wish the rest of Ontario had more instructors like yours. Many thanks!"

- Guy St. Pierre,

"This course by CNRTC was the best I have ever taken. Thanks!

The instructors, in my opinion, gave us an excellent overview. Thanks to them, I now have a better understanding in this area."

- Michael Dumond,
St. Lawrence Parks Commission

"CNRTC provided an excellent course. The instructors were excellent. Looking forward to the follow-up course. Thank you for your input and your options in regards to our operation."

- B. Villeneuve,
Rideau River Flood Control

"Enjoyed our 'own case studies' and presentations - excellent idea.

Good connection to our work products and how it can be integrated with application software."

Ministry of Natural Resources,
Natural Resource Information Branch

CANADIAN
NATURAL RESOURCE
TRAINING CENTRE

PLEASE LET US KNOW WHAT YOU HAVE TO SAY

Please let us know what kind of unique training interests you.

To do that, or receive more information on our services, please respond by:

phone: **(705) 878-9310**

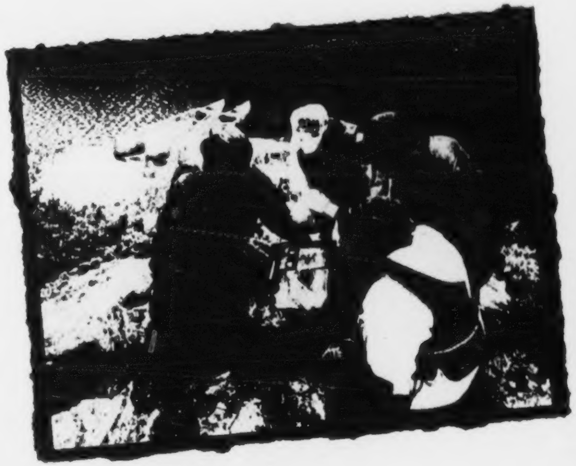
fax: **(705) 878-9309**

EMail: **CNRTC@flemingc.on.ca**
(on the internet)

mail: **Canadian Natural**
Resource Training Centre
Sir Sandford Fleming College
Box 419
Lindsay, ON
K9V 4S3

CANADIAN NATURAL RESOURCE TRAINING CENTRE

An initative of the School of Natural Resources,
Sir Sandford Fleming College



Focusing on Results-Oriented
Management Training and Development
for Your Changing Environment

CANADIAN
NATURAL RESOURCE
TRAINING CENTRE

ABOUT THE CANADIAN NATURAL RESOURCE TRAINING CENTRE

It's only natural that Canada's most comprehensive institution dealing with the natural environment—Sir Sandford Fleming College—has developed a training centre to help natural resource professionals successfully meet the demands of their changing environment.

Ministry of Natural Resources Information Branch employees gathered for a photo after completing their CNRTC course

The **Canadian Natural Resource Training Centre**, (CNRTC), utilizes its unique relationship with renowned experts in the area of natural resources to help you and other professionals get a world-wide perspective on your fast-changing field of expertise and other global issues that impact on you.

HOW WE CAN BENEFIT YOU

We are totally committed to your professional development. That is why we have created a learning environment that will challenge you, with open dialogue between faculty, experts and/or peers and provide customized training that delivers measurable results. We are confident that your experience with us will be both beneficial and enjoyable.

Our training specialties are as far-reaching as our strong partnerships with leading experts, both at Fleming's School of Natural Resources, across Canada, and around the globe. Some of the training and development areas we specialize in are:

- **geographic information systems**
- **advanced ecosystem analysis**
- **aquaculture**
- **cartography**
- **earth sciences**
- **environmental pest management**
- **many other natural resources & management courses**

Many of our courses will qualify as Continuing Education Units.

FLEXIBILITY – IN ORDER TO SERVE YOU BEST

We treat your valuable time with absolute respect. That's why your time becomes our time. In order to accommodate you best, we can provide training ranging from two days to two weeks or more, customized to fit your needs, budget and time lines.

As well as offering scheduled courses and intensive training sessions at our south central Ontario location, we are unique in our ability and willingness to deliver customized training right at your doorstep. We are happy to come to you, and provide the expertise you need to get ahead.

If you would rather attend one of our many training sessions at our state-of-the-art facility located in the popular Kawartha Lakes tourist region, we can provide comfortable accommodations, either on-site or off, during your stay.

THE COMPANY WE KEEP

Just to let you know we're not alone, the following are some of the organizations we have served over the past year:

- *Amherst Quarries (1969) Ltd.*
- *Bedrock Resources*
- *Caledon Sand & Gravel*
- *City of Ottawa*
- *Corp. of Village of Lakefield*
- *Dufferin Aggregates*
- *Global Tone (Ingersoll) Ltd.*
- *Ministry of Natural Resources*
- *Ministry of Transportation*
- *Ontario Hydro*
- *Outstanding Renewal Enterprises Inc.*
- *Saskatchewan Waste Reduction Council*
- *Spartan Explosives Ltd.*
- *Standard Aggregates*
- *St. Lawrence Parks Commission*
- *St. Mary's Cement*
- *TCG Materials Ltd.*
- *Town of Lindsay*

- Examples of Partnerships between Fleming and various professional associations:
  - A memorandum of understanding with the Metrology Training Institute, the Institute of National Measurement Standards and the National Conference of Standard Laboratories to promote training in metrology.
  - An agreement with the Canadian Fire Alarm Association to provide training to national standards.
  - An agreement with Autodesk to provide standardized training in computer assisted design.
  - An agreement with Drake Prometrics to provide electronic testing for a wide variety of courses. Fleming is also the local test centre for Drake Prometrics.
  - A working arrangement with the Aggregate Producers Association of Ontario to design and deliver industry standard courses that lead to professional designation.
  - A working arrangement with the Pesticide Licensing System of Ontario to investigate and market courses required for licensing.
  - An Agreement with the Pakistan Drilling Services and the Pakistan School of Drilling Services to provide training over the next 5 years to over 500 students from Pakistan.
  - An agreement with the Environment Systems Research Institute Inc. (ESRI) to provide Geographic Information Systems (GIS) training to their clients.